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MONTANA SCHOOL LIBRARY MEDIA CENTERS

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MONTANA SCHOOL LIBRARY MEDIA CENTERS 1977 STATEWIDE STUDY

Report of the School Library Study conducted by an ad hoc committee appointed by the Superintendent of Public Instruction as requested by the Board of Public Education in March 1976.

The material in this report was prepared by an ad hoc committee appointed by the Superintendent of Public Instruction. However, the content of the report does not necessarily reflect the position of the State Superintendent and her staff and no official endorsement should be inferred.

Distributed by
Office of Public Instruction
Georgia Rice, Superintendent
October 13, 1977

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PREFACE

This report from the 1977 Statewide Library Study is the result of combined efforts on the part of many concerned people from all aspects of education. Students, parents, teachers, school administrators, school board members, university faculty, county superintendents as well as school and public library personnel, were involved in the study. Nearly eight thousand Montanans were asked to share their suggestions and opinions about school library media concerns. The resulting data was compiled and recommendations for minimum standards for school library media centers were drawn up in hopes of insuring every child in a Montana school an equal opportunity for access to instructional materials. These recommendations were submitted for Board of Public Education consideration. A special effort was made to solve the dilemma of the small school characterized by its isolation, over-extended staff and sparse resources. Quality service for the small community will require creative and innovative efforts on the part of the total educational community.

The committee members are to be commended for their thoroughness and diligence in preparing their response to the educational concerns expressed by Montanans in the area of library media services.



GEORGIA RICE
Superintendent

ACKNOWLEDGEMENTS

The Library Study and this resulting report were made possible because of the work and cooperation of many people who were committed to its success. The Library Study Committee wishes to acknowledge the following people and agencies for their valuable assistance.

Special commendation is due Monica Kittock-Sargent and Janelle Fallan, the director of the study and assistant. They had responsibility for directing the committee, researching the data, and compiling the final report. In addition, special thanks and appreciation are extended to staff members in the Office of Public Instruction, specifically:

Jean Green and her mail room staff for handling 8,000 surveys;

Marianne Hockema for overseeing all the printing of materials;

Bill Hubber and Janet Van Swearingen in Data Processing;

Bill Connell for research and statistical advice;

Bob Stockton and Steve Colberg for assistance in compiling fiscal data;

Alve Thomas, Jim Burk, Lyle Eggum, John Voorhis and Laurelee Wright for their presentations to the committee;

Bruce Mac Intyre, Library/Media Consultant;

Nelda Maykuth, Library Media Secretary, who so capably served as study secretary.

Cheri Bergeron and the Resource Center Staff;

the many secretaries who helped in crunch times with mailings, and typing.

Special thanks are in order to:

Maynard Olson, Superintendent, the administrators and teachers in the Helena School District who assisted in the piloting of the surveys;

Alma Jacobs and the State Library Staff for the assistance in gathering data;

the staff of the Montana School Boards Association for their assistance in preparing the surveys for mailing;

the Lewis and Clark Public Library in Helena and Eastern Montana College in Billings for providing rooms for committee meetings. Their hospitality was appreciated.

The committee also acknowledges the Association for Educational Communications and Technology for allowing the use of selected questions from the draft edition of Evaluating Media Programs: District and School.

The committee wishes to express its gratitude for all the support and assistance offered during the process of this very important project; especially to their respective employers, - the agencies, institutions and school districts, -that provided the committee members with the time away from their assigned responsibilities to devote to study efforts.

**SCHOOL LAWS PERTAINING TO SCHOOL LIBRARIES
TAKEN FROM REVISED CODES OF MONTANA, 1947**

- SECTION 75-7517. **SCHOOL LIBRARY REQUIRED.** The trustees of each district shall establish and maintain a school library in each school of the district. Each school library shall comply with at least the minimum requirements of the standards of accreditation adopted by the board of public education..
- SECTION 75-7518. **TRUSTEES' POLICIES FOR SCHOOL LIBRARY.** The trustees shall adopt those policies necessary for regulating the use and operation of school libraries. These policies may provide for the use of school libraries by the residents of the district; provided that such use does not interfere with the regular school use of the library.
- SECTION 75-7519. **SCHOOL LIBRARY BOOK SELECTION.** School library books shall be selected by the district superintendent, or a principal if there is no district superintendent, subject to the approval of the trustees. In districts not employing a superintendent or principal, the trustees shall select the school library books on the basis of recommendations of the county superintendent.
- SECTION 75-7520. **REPORTING SCHOOL LIBRARY INFORMATION.** The trustees shall report school library information requested by the superintendent of public instruction, by the board of public education, or, when there is no district superintendent or principal, by the county superintendent.
- SECTION 75-7511. **STATE VISUAL, AURAL AND OTHER EDUCATIONAL MEDIA LIBRARY.** A library of visual, aural and other educational media shall be established and maintained by the superintendent of public instruction. The media shall be selected by the superintendent of public instruction, on the basis of their usefulness as teaching aids and resources for schools and other educational groups within the state, and shall be made available to such schools and groups on a rental fee basis. The rental fees for the use of the materials in the library shall be set by the superintendent of public instruction and shall be deposited in a media library revolving fund. The superintendent of public instruction may use these funds, as well as any other funds advanced by a legislative appropriation to the library media revolving fund, for the operation, maintenance, enlargement and other related costs of the library.

AMENDMENTS. The 1974 amendment to Sec. 75-7511 deleted "subject to the approval of the board of education" after "superintendent of public instruction" in the second sentence; deleted "either on a charge-free loan or" before "on a rental fee basis" in the second sentence; and added the third sentence.

DEFINITION OF A SCHOOL LIBRARY MEDIA CENTER

For purposes of this report "School Library" or "School Library Media Center" is defined as an integrated resource center which is **centrally organized**, provides for the distribution of a wide variety of current print and non-print educational media to students and staff and is managed in a systematic manner in accordance with acceptable, contemporary library media practice by a library media specialist.

A "library media specialist" is defined as a certified teacher holding a library endorsement for the appropriate grade levels served.

**PROPOSED CHANGES
TO THE
STANDARDS FOR ACCREDITATION OF MONTANA SCHOOLS
(Standards 231.3, 330 through 348.2)**

The following section includes all of the proposed changes to accreditation standards as well as other recommendations made by the Library Study Committee. Detailed explanations, rationale and fiscal impact are described in later sections.

The major changes in the proposed standards are as follows:

- 1) Elementary standards and junior high, senior high standards have been merged to form **Library Media Services K-12** standards.

(The committee felt that there should not be a distinction in the quality or quantity of services required for elementary and secondary schools.)
- 2) Minimal changes were proposed for library services at the secondary level.
- 3) The major change proposed for elementary schools was in the area of personnel. Quantitative requirements for numbers of materials were left substantially unchanged.
- 4) Wherever possible, the standards were simplified and detailed quantitative requirements were dropped.
- 5) Recommendations for changes in budget were made to help library media centers catch up with the inflationary cost of materials. The major change in budget was the recommendation to calculate library media expenditures according to a percentage of the per pupil expenditure rather than a specific dollar amount per pupil.
- 6) A period of three to five years was recommended as time to comply with recommended changes that require additional expenditures.

The other recommendations, which follow the proposed changes in standards, are not necessarily directly related to the standards but are a result of the collected data. A number of significant concerns were expressed which were not appropriate to the standards; therefore, a separate list of recommendations was written.

PROPOSED STANDARDS

330 LIBRARY MEDIA SERVICES, K-12

331 All schools shall have centralized all the instructional media in the school, exclusive of textbooks. This collection shall include all the print and nonprint materials as well as supporting audio-visual equipment and shall be accessible to teachers and students.

This collection shall be organized according to accepted library practice and shall be readily available to the students.

(Schools of 100 students or fewer may, by their very nature, be forced to seek alternative ways of meeting this standard. Where this occurs, the school shall submit explanations delineating these alternative measures.)

331.1 Each school district shall have written policies regarding selection and use of materials and services. The selection and use of specific items of material, with the advice of the staff, are the responsibility of the local school board. **Policies shall be reviewed annually by the school board and shall be available to employees and patrons of the school district.**

For guidance in writing library policies, schools are referred to the American Library Association's **School Library Bill of Rights**.

331.2 Each school district shall have in writing and on file a policy and process for the evaluation of the library media program. Evaluation should occur at least once every three years.

(All new provisions of this personnel standard are to be met by the 1981-1982 school year.)

332 PERSONNEL

Each school shall employ a full-time or part-time library media specialist. The library media specialist shall have a teaching certificate with a library endorsement for the appropriate level.

332.1 Schools of 100 students or fewer may utilize the services of a regional library media specialist provided through the joint efforts of adjacent districts and/or counties, or other alternative ways.

These schools may, by their very nature, be forced to seek alternative ways of meeting this standard. Where this occurs, the school shall submit an explanation delineating these alternative measures.

332.2 A library aide or the equivalent services of a adult volunteer shall be provided to work under the supervision of the library media specialist.

RECOMMENDED

332.2 *The library aide shall be employed full-time in the library media center.*

332.3 In schools of 101 to 300 students, the library media specialist shall spend a minimum of three hours per day in the library media center providing service to students and staff.

332.4 One library aide or the equivalent services of an adult volunteer shall be provided at each school to work under the supervision of the library media specialist.

RECOMMENDED

332.4 *The library aide shall be employed full-time in the library media center.*

332.5 In schools of 301 to 500 students, a library media specialist shall be employed full-time in the library media center.

332.6 One library aide or the equivalent services of an adult volunteer shall be provided at each school to work under the supervision of the library media specialist.

RECOMMENDED

332.6 *The library aide shall be employed full-time in the library media center.*

332.7 Schools of more than 500 students shall have a full-time library media specialist and additional library media specialists in the following ratio:

Enrollment	Library Media Specialists
501 to 1000	1½
1001 to 1500	2
1501 to 2000	2½
2001 to 2500	3

332.8 One library aide or the equivalent services of an adult volunteer shall be provided to work under the supervision of each library media specialist.

RECOMMENDED

332.7 *Schools of more than 500 students shall have a full-time library media specialist and additional library media specialists in the following ratio:*

Enrollment	Library Media Specialists
501 to 750	1½
751 to 1000	2
1001 to 1250	2½
1251 to 1500	3
1501 to 1750	3½
1751 to 2000	4
2001 to 2250	4½
2251 to 2500	5

RECOMMENDED

332.8 *The library aides shall be employed full-time in the library media center.*

Larger schools shall provide clerical assistance in sufficient numbers to assure satisfactory service to students and teachers.

333 BOOKS, REFERENCE MATERIALS AND OTHER INSTRUCTIONAL ITEMS

333.1 Materials in the library media collection shall be selected by the library media staff in cooperation with the teaching staff.

Selection policies as well as professional publications shall be used as a guide for selection.

A balanced distribution of titles shall be maintained in all classifications in keeping with the philosophy and objectives of the schools and the interests of the students, library media specialists, teachers and administrators who use the collection.

333.2 The minimum number of instructional items shall be at least ten instructional items per student. Schools with an enrollment of more than 500 shall provide at least five additional instructional items per student.

333.3 When determining the minimum number of instructional items for the library media center, textbooks and government documents are not to be included in meeting the minimum requirement.

333.4 The centralized library media collection shall include current dictionaries and encyclopedias in numbers adequate to meet staff and student needs.

333.5 Periodicals shall be selected to represent, as nearly as possible, all areas of the curriculum at the appropriate reading level and interests of the students.

333.6 The minimum number of periodical subscriptions required is as follows:

Enrollment	Subscriptions	
	Elementary	Secondary
1 to 100	5	15
101 to 300	15	25
301 to 500	25*	30*
501 to 1000	35*	40*
1001 to 1500	45*	50*
More than 1500	55*	75*

*Duplication permitted

333.7 A minimum of two newspapers shall be provided, including a local paper if available and at least one daily paper. (This standard does not apply to K-3 schools.)

334 BUDGET

After a school library has once assembled the minimum collection, the annual expenditure for the library media collection, exclusive of textbooks, shall be determined according to a percentage of per pupil operational cost at the following rate:

1978-1979:

.61% books & periodicals

.16% supplies

.08% media software

.85%

(Note: this is the same as the rate of expenditure for the 1976-1977 school year.)

1979-1980:

1980-1981:

.75% books & periodicals

.80% books & periodicals

.20% supplies

.22% supplies

.15% media software

.23% media software

1,10%

1.25%

335 RECORDS

All library media materials belonging to the school shall be adequately inventoried and cataloged in the library media center.

336 FACILITIES

336.1 The library media center shall provide seating space for 10 per cent of the student body.

336.2 Provision shall be made for storage of periodicals, work areas and individual study areas for viewing, listening and recording.

336.3 The library media center shall be open on all instructional days for student and teacher use during all periods of the school day as well as immediately preceding and following regular school hours and the lunch period.

337 INSTRUCTION

Library media staff, planning cooperatively with teachers, shall provide students with systematic instruction in the use of library media materials.

231.3 No teacher shall have more than 28 clock hours of assigned student responsibility per week.

The number of students assigned a teacher per day shall not exceed 160. . . Library, guidance and study hall are assigned student responsibilities; however, in cases where a teacher is assigned full time in guidance and study hall, the assignment may be for the entire school day. Library media specialists shall have the equivalent of one period per day free for preparation and conferences.

OTHER RECOMMENDATIONS

As was indicated in the original intent of the study (see Appendix A for study outline), the library study committee was to review collected data not only for the purpose of reviewing accreditation standards but also for the purpose of reviewing library media development in Montana.

Some of the following recommendations relate directly to standards; others do not, but do have impact on school library media programs in Montana.

The school library study committee recommends action be taken in the following areas:

- 1) THE CONCEPT OF INTERLOCAL AGREEMENTS AND/OR REGIONAL SERVICES OR INTERMEDIATE EDUCATION DISTRICTS SHOULD BE ENCOURAGED BY THOSE RESPONSIBLE FOR SERVING THE SMALL SCHOOLS
- 2) SCHOOL/PUBLIC LIBRARY COOPERATIVES SHOULD BE ENCOURAGED, BOTH IN SMALL AND LARGE COMMUNITIES
- 3) TEACHING EXPERIENCE SHOULD BE A PREREQUISITE FOR A SCHOOL LIBRARY MEDIA SPECIALIST
- 4) UNIVERSITY AND COLLEGE PROGRAMS PREPARING SCHOOL LIBRARY MEDIA PERSONNEL IN MONTANA SHOULD BE REVIEWED
- 5) STATE FUNDING SHOULD BE REESTABLISHED FOR THE STATE AUDIOVISUAL LIBRARY
- 6) MICROFICHE AND COPYING FACILITIES SHOULD BE USED WHERE POSSIBLE

Chapter One

Review of the Rationale and Process for a Statewide Study of School Library Media Centers

Chapter Two

Explanations for the Proposed Changes in Library Media Standards and Other Recommendations

Chapter Three

Small School Concerns

Chapter Four

Guidelines for Quality

Chapter Five

Survey Responses

Chapter Six

Repeated Questions

There was a school librarian named Sue
whose anathema was books overdue.
She said, "To save trouble
I'll fine students double!"
and now she looks for users anew.

by Cliff A. Harmala

CHAPTER 1

REVIEW OF THE RATIONALE AND PROCESS FOR A STATEWIDE STUDY OF SCHOOL LIBRARY MEDIA CENTERS

- September 1973— It became the policy of Montana's Board of Public Education to review state standards for accreditation of public schools on a biennial basis each even-numbered year. The Board determined that the first such review would occur in 1976 and agreed that the Superintendent of Public Instruction should establish the schedule and procedures for the review process.
- September 1974-April 1975—Organizations and individuals were invited in each issue of *Montana Schools* to submit suggestions for changing current standards (those in effect as of April 10, 1973). Suggestions were to have been stated as specifically as possible, accompanied by the rationale for the suggestion and an estimation of its potential fiscal impact. The deadline for submitting suggestions was April 1, 1975.
- April 1, 1975— Fifty-eight recommendations for change in the school library standards were submitted. Although the suggested recommendations clearly indicated a serious concern for improving library media services, many of the recommendations were redundant and did not include the necessary fiscal impact.
- December 1975— After the responses from the public hearings were evaluated, it was soon evident that the recommendations for changing school library standards were not receiving widespread support in the educational community.

From this evidence, staff in the Office of Public Instruction recommended to the State Superintendent that a statewide study of school libraries be conducted by an ad hoc committee made up of individuals representing all educational entities including parent participation.
- March 1976— The State Superintendent (Dolores Colburg) brought to the Board of Public Education the recommendation for a statewide study of school libraries by an ad hoc committee. The Board concurred with the recommendation and requested that it begin.
- April-June, 1976— Names for prospective committee members were solicited from the field. Criteria for selection were based on geographical location and area of educational expertise.
- May 4, 1976— The idea of the study was explained to the school librarians at the annual conference of the Montana Library Association. Their input was solicited.
- June-August, 1976—Preliminary data collection and research for instrument design was begun by staff in the Office of Public Instruction.

- September 1976— A 21 member Committee was officially appointed by Superintendent Dolores Colburg with representation from the following areas:
- 4 - School Administrators
 - 1 - County Superintendent
 - 1 - School Board Representative
 - 1 - PTA Representative
 - 3 - Teachers (1 each from elementary, junior high, and senior high)
 - 2 - Public Librarians
 - 1 - State Library Representative
 - 5 - School Librarians (elementary, junior high, senior high)
 - 2 - University System Representatives (Dean of Education and Library Science Faculty)
 - 1 - Library Media Staff from Office of Public Instruction (serves as chairman)
- October 1976— The library study was explained at the fall education conferences throughout the state. Input and suggestions were solicited.
- November 1, 1976— The first Library Study Committee meeting was held in Helena. All members attended. Questions were developed for the surveys. The process for the study was reviewed and approved by the committee.
- November 15, 1976—Board of Public Education received a progress report on the study during the November meeting from Monica Kittock-Sargent, Library Media Consultant, Office of Public Instruction.
- December 1976-February 1977—Research continued on design of survey instruments and other data collection techniques.
- February 28, 1977— Janelle Fallan was employed as an assistant to the library study.
- March 1977— The Library Study Committee met in two groups (Missoula and Miles City) to review proposed survey questions, design and audiences.
- March-April 1977— Surveys were printed and mailed to nearly 8,000 Montanans.
- April-May 1977— Surveys were returned to the Office of Public Instruction at an overall return rate of more than 52 per cent.
- May 4-5, 1977— The committee met at the Montana Library Association Conference in Billings to hear recommendations from Dr. Bernard Franckowiak, Associate Professor of Library Science at the University of Washington, Seattle. Dr. Franckowiak outlined the essentials of a minimal school library program and spoke specifically about a quality library program. He also discussed the necessity for some quantitative standards to ensure quality programs. Representatives of the Board of Public Education also attended the meeting.
- June 1977— Data Processing returned the data compiled from the surveys. Additional data was collected from fiscal reports and accreditation reports.

July 14-15, 1977— Committee met in Helena to review all the collected data and make recommendations

July 29, 1977— Subcommittee met in Billings to review all recommendations for further changes.

August 18, 1977— Final committee meeting in Billings to review all recommendations

August 19-September 12, 1977—Writing of final report.

DATA COLLECTION

It should be noted that data collection was an on-going process throughout the entire duration of the study. In addition to the survey responses, other sources included:

- 1) From the trustees' reports and data processing, the fiscal data on expenditures for textbooks, teaching supplies, library materials and librarians' salaries was gathered for every school district in the state.

A comparison was made of:
1975-1976 actual expenditures
1975-1976 approved budgets
1976-1977 approved budgets

This information was used extensively as a reference tool in compiling fiscal impact data.

- 2) Specific fiscal impact data was prepared for:
 - a) The school districts in county seats
 - b) A sampling of school districts with fewer than 100 students
 - c) The school districts in which committee members reside
- 3) In order to determine whether schools were having difficulty in meeting the present accreditation standards, the 1976-77 accreditation reports from the offices of Jim Burk and Lyle Eggum were carefully studied. Both elementary and secondary files were studied for areas having the greatest number of deviations. Numbers of schools granted regular accreditation, advice or probation, were also noted. (Summary of this data can be found in Appendix H).
- 4) Fall reports were searched to determine the number of certified elementary librarians in schools with three hundred or more students. The surveys also revealed a tremendous amount of data. Space would not permit a complete printing of all the information gathered; however, data is available by school size and by community profile in the Office of Public Instruction.

Also, the responses from the secondary teachers were sorted according to the subject matter taught.

All the surveys and the responses are reproduced in Chapter 5.

CHAPTER 2

EXPLANATIONS FOR THE PROPOSED CHANGES IN LIBRARY MEDIA STANDARDS AND OTHER RECOMMENDATIONS

In the following section there are four parts to each page:

- 1) The present standard as it appears in the 1976 edition of the STANDARDS FOR ACCREDITATION OF MONTANA SCHOOLS.
- 2) The proposed standard (note that all of the proposed standards have been renumbered).
- 3) The rationale for the proposed change.

Note: A predominant theme that recurred throughout the deliberations of the library study committee was that library media personnel are the key to a quality library media program. This theme is most evidently reflected in the major change proposed for the standards, that is, requiring certified personnel in all schools.

Library Media management has grown into a sophisticated profession. It requires the dual skills of managing both print and non-print materials as well as competency in operating the complex technology of contemporary media. It was the unanimous recommendation of the library study committee that the highest priority be given to requiring all schools to have qualified library media personnel managing library media services.

- 4) Fiscal impact for the proposed change.

"There is no such thing as a free lunch."

PRESENT STANDARD

- 330** Library Services: High School and Junior High
- 331** Each school shall have a library where printed and nonprinted materials will be accessible to students and teachers.
- 340** Library Services: Elementary
- 341.1** Schools with more than 350 enrollment shall maintain a central library.

PROPOSED STANDARD

- 330** Library Media Services, K-12
- 331** All schools shall have centralized all the instructional media in the school, exclusive of textbooks. This collection shall include all the print and nonprint materials as well as supporting audio-visual equipment and shall be accessible to teachers and students.

This collection shall be organized according to accepted library practice and shall be readily available to the students.

(Schools of 100 students or fewer may, by their very nature, be forced to seek alternative ways of meeting this standard. Where this occurs, the school shall submit explanations delineating these alternative measures.)

PRESENT STANDARD

- 331.1** Each school district shall have written policies regarding selection and use of materials and services. The selection and use of specific items of material, with the advice of the staff, are the responsibility of the local school board.

341.2 Same.

PROPOSED STANDARD

- 331.1** Each school district shall have written policies regarding selection and use of materials and services. The selection and use of specific items of material, with the advice of the staff, are the responsibility of the local school board. Policies shall be reviewed annually by the school board and shall be available to employees and patrons of the school district.

For guidance in writing library policies, schools are referred to the American Library Association's **School Library Bill of Rights**.

- 331.2** Each school district shall have in writing and on file a policy and process for the evaluation of the library media program. Evaluation should occur at least once every three years.

RATIONALE FOR CHANGE

331 The 1976 standards require libraries only in high schools and large elementary schools. In the recommendation, equal opportunity for library resources is guaranteed each child.

Learning habits are established early. It is critical that the young child have access to library resource material that will encourage good reading habits and diverse reading interests.

Younger children require even greater reading guidance than the high school age student and basic skills are taught at the elementary level.

The surveys conducted as part of this study revealed:

88% of the school board members—

98% of the district superintendents—

94% of the county superintendents—

95% of the parents—

or an overall percentage of 94 for the four groups—believe a good school library is essential for a basic education.

A good school library was defined as having: a) professional and well-trained staff (full- or part-time); b) a balanced collection of fiction and non-fiction; c) a collection of media other than books.

FISCAL IMPACT

331 High School: no impact.

Elementary: impact on schools of less than 350.

According to the survey, 74% of the elementary schools of less than 350 students have a centralized library. Therefore, 26%, or 137 schools, can be assumed not to have a centralized library. Fiscal Impact — cost of a central library media center in 137 schools.

This will not necessarily require any building of facilities. It will be an organizational task and will require the input from professional library media personnel.

RATIONALE FOR CHANGE

331.1 No change is recommended for the first part of the standard. The bold-face portion was added in order that policies be kept current and also be used as a public relations vehicle with the community.

Given the growing concern with censorship issues, it would be advisable for boards to have a selection policy that is current and readily available for school district personnel and patrons.

The **School Library Bill of Rights** is a nationally accepted document which outlines principles and assures a comprehensive collection appropriate for users of a library.

331.2 An evaluation process will provide the library users and the library media specialist an opportunity: 1) to examine current practices for cost effectiveness; 2) to conduct a needs assessment for determining current user needs; 3) to allow the administration, staff and students to have an active part in library planning.

FISCAL IMPACT

331.1 None.

331.2 None.

PRESENT STANDARD

332 The Guide for Montana School Libraries, 1969, as developed by the State School Library and Audio-visual Committee and approved by the Superintendent of Public Instruction, shall be used as a basic guide for library procedures.

PROPOSED STANDARD

Delete.

RATIONALE

The original purpose of the Guide for Montana School Libraries was to serve as a rule book for the untrained teacher in developing a school library media program. The 1969 guide is outdated and no longer serves a useful purpose. Following the recommendation that every school have available to it some professional guidance in developing a school library media program, a printed guide becomes obsolete.

To assist schools in the interim and also to assure some consistency in school library program development, the Office of Public Instruction through a federal allocation is providing in every school in the state a copy of the national school library guidelines **Media Programs: District and School and Steps to Service**; a handbook of procedures for the school Library Media Center.

FISCAL IMPACT

None.

PRESENT STANDARD

333.1 The full-time or part-time librarian shall have a teaching certificate with a library endorsement. The librarian must have competencies in both school library and audio-visual areas, as well as knowledge in fields of learning theory, communications and curriculum development.

343 Schools with four or more teachers must assign a teacher with a minimum of nine credit hours in professional library training at a ratio of one full-time librarian to 800 students or a minimum of one hour per day, whichever is greater. In school districts employing a certified teacher with a library endorsement, trained para-professionals under the direct supervision of this librarian may be employed to meet this requirement.

PROPOSED STANDARD

(All new provisions of this personnel standard are to be met by the 1981-1982 school year.)

332 PERSONNEL

Each school shall employ a full-time or part-time library media specialist. The library media specialist shall have a teaching certificate with a library endorsement for the appropriate level.

RATIONALE

332 In defining the essentials of a good school library:

80% of the school board members—

95% of the district superintendents—

68% of the county superintendents—

82% of the parents—

for 83% of the total group—

indicated that professional, well-trained staff (full- or part-time) is essential to a good school library.

Throughout the study, the committee reiterated over and over again that the quality of a school library media program is very heavily dependent on the quality and preparation of the personnel employed to implement the program. Many quantitative standards have been recommended to be dropped on the premise that a qualified library media professional will ensure a quality program given adequate administrative support.

Given the fact that **teachers use print materials to structure 60 percent of their students' instructional time and non-print 35 percent of the students' instructional time in four basic skill areas¹** is rationale for employing a professional who oversees the selection, evaluation, organization and usage of the vast investment in instructional materials.

In the past ten years, the library has grown from a collection of books into an instructional media center, requiring its manager (library media specialist) to be knowledgeable about learning theory, multi-media materials and equipment, instructional techniques and organizational management.

¹EPIE'S National Survey and Assessment of Instructional Materials, EPIEGRAM, April 15, 1976.

FISCAL IMPACT

332 Fiscal impact can only be approximated on a statewide basis since we have no way of knowing what schools have part-time librarians. However, 20 school districts of varying sizes were contacted from around the state in order to make some determination of cost to individual districts.

There are approximately 120 elementary schools with student populations between 301-500. In checking Fall Reports it was approximated that out of those 120 schools, 77 school librarians would be needed.

The average librarian's salary =.....	\$ 11,748
Plus 12% fringe benefits=	1,410
	\$ 13,158
	x 77
	<u>\$ 1,013,148</u>

In schools with student population of 501 or more, an additional 13½ full time equivalent school library media specialists would be needed.

The average librarian's salary =.....	\$ 13,158
	x 13.5
	<u>\$ 177,633</u>

Approximate total statewide impact for increased personnel at the elementary level would be \$1,190,781 or \$21.86 per student (there are 54,460 elementary students in schools over 300).

It should be noted that this figure is inflated because it assumes that all additional staff would be hired at an experienced level rather than at a beginning level.

It was not possible to estimate fiscal impact on schools with fewer than 300 students, because many of those schools already have personnel assigned to the library on a part-time basis. It was not always possible to determine which of those personnel had the 30 credit hours for a library media endorsement.

NOTE:

This fiscal impact statement applies to all the proposed changes under 332—Personnel.

Also, the requirement for additional personnel applies only to the elementary school, **no change** was recommended for the junior or senior high schools.

PRESENT STANDARD

333.2 In senior high schools of 100 or fewer students, the librarian shall devote a minimum of 1½ hours a day in the library.

One library aide shall be employed for each librarian, or the services of a student librarian or a volunteer aide shall be available.

PROPOSED STANDARD

332.1 Schools of 100 students or fewer may utilize the services of a regional library media specialist provided through the joint efforts of adjacent districts and/or counties, or other alternative ways.

These schools may, by their very nature, be forced to seek alternative ways of meeting this standard. Where this occurs, the school shall submit an explanation delineating these alternative measures.

332.2 A library aide or the equivalent services of an adult volunteer shall be provided to work under the supervision of the library media specialist.

RECOMMENDED

332.2 *The library aide shall be employed full-time in the library media center.*

PRESENT STANDARD

333.3 In junior and senior high schools of 101 to 300 students, the librarian shall spend a minimum of 3 hours a day in the library.

One library aide shall be employed for each librarian, or the services of a student librarian or a volunteer aide shall be available.

PROPOSED STANDARD

332.3 In schools of 101 to 300 students, the library media specialist shall spend a minimum of three hours per day in the library media center providing service to students and staff.

332.4 One library aide or the equivalent services of an adult volunteer shall be provided at each school to work under the supervision of the library media specialist.

RECOMMENDED

332.4 *The library aide shall be employed full-time in the library media center.*

RATIONALE

332.1 Montana has 301 elementary schools and 67 high schools with 100 or fewer students. This standard affects 45 per cent of all the schools in Montana.

These schools serve 3958 high school students, 9613 elementary students for a total of 13,571 students. Eight per cent of the students in Montana are in 45 per cent of the schools.

The concern represented in this standard is that small schools receive a proportionate amount of professional help in developing the library programs.

This professional help can be made available through inter-local cooperative agreements with larger schools, contracted services with public libraries, regionalization of services through the county superintendents or any other appropriate innovative procedure.

332.2 A great deal of clerical work is required to assure smooth operation of a library media center.

The professional library media specialist should be free to work directly with the staff and students. This requires an aide to check out materials, make minor repairs, perform clerical tasks in processing materials and scheduling activities as well as assisting students in routine operations.

"Services of a student librarian" was dropped because the committee strongly felt that student help should not be a substitute for adult help. Students may still work in the library, but their help should not be used in place of the mature and consistent help of an adult.

FISCAL IMPACT

332.1 Because a school can meet the spirit and the letter of this standard in a variety of ways, depending on its own sense of innovation, fiscal impact becomes very difficult to estimate.

For example, in a county with a number of small schools, one librarian could provide services to all those schools through an interlocal cooperative agreement.

It should be noted that of the 135 school districts that operate without a voted levy, 112 of them have fewer than 100 students.

332.2 Because adult volunteers are allowed it is possible to meet this standard without a fiscal impact.

RATIONALE

332.3 For rationale statement, see Standard 332.

FISCAL IMPACT

332.3 For fiscal impact, see Standard 332.

PRESENT STANDARD

333.4 In junior and senior high schools of 301 to 500 students, the librarian shall spend full time in the library.

One library aide shall be employed for each librarian, or the services of a student librarian or volunteer aide shall be available.

PROPOSED STANDARD

332.5 In schools of 301 to 500 students, a library media specialist shall be employed full-time in the library media center.

332.6 One library aide or the equivalent services of an adult volunteer shall be provided at each school to work under the supervision of the library media specialist.

RECOMMENDED

332.6 *The library aide shall be employed full-time in the library media center.*

PRESENT STANDARD

333.5 Junior and senior high schools of 501 students shall have a full-time librarian and additional librarians at the following ratio:

Enrollment	Librarian
501 to 1000	1½
1000 to 1500	2
1500 to 2000	2½
2000 to 2500	3

One library aide shall be employed for each librarian, or the services of a student librarian or a volunteer aide shall be available.

PROPOSED STANDARD

332.7 Schools of more than 500 students shall have a full-time library media specialist and additional library media specialists in the following ratio:

Enrollment	Library Media Specialists
501 to 1000	1½
1001 to 1500	2
1501 to 2000	2½
2001 to 2500	3

332.8 One library aide or the equivalent services of an adult volunteer shall be provided to work under the supervision of each library media specialist.

RECOMMENDED

332.7 *Schools of more than 500 students shall have a full-time library media specialist and additional library media specialists in the following ratio:*

Enrollment	Library Media Specialists
501 to 750	1½
751 to 1000	2
1001 to 1250	2½
1251 to 1500	3
1501 to 1750	3½
1751 to 2000	4
2001 to 2250	4½
2251 to 2500	5

332.8 *The library aides shall be employed full-time in the library media center.*

Larger schools shall provide clerical assistance in sufficient numbers to assure satisfactory service to students and teachers.

RATIONALE

332.5 For rationale statement, see Standard 332.

FISCAL IMPACT

332.5 For fiscal impact, see Standard 332.

RATIONALE

332.7 For rationale statement, see Standard 332.

FISCAL IMPACT

332.7 For fiscal impact, see Standard 332.

PRESENT STANDARD

334 Books, Reference Materials and Other Instructional Items

334.1 The majority of titles in the library collection shall be selected by the library staff with the assistance of the teaching staff. (List of catalogs and guides) are recommended as guides to a basic collection. Some sources to aid in selection of media materials are. . .(list of catalogs).

334.2 A balanced distribution of titles shall be maintained in all classifications in keeping with the philosophy and objectives of the school and the interests of students, librarians, teachers and administrators who use the collection.

344.1 The majority of titles in the library collection shall be selected by the library staff with the assistance of the teaching staff. (List of catalogs and guides) are recommended as guides to a basic collection. Some sources to aid in selection of media materials are. . .(list of catalogs).

PROPOSED STANDARD

333 BOOKS, REFERENCE MATERIALS AND OTHER INSTRUCTIONAL ITEMS

333.1 Materials in the library media collection shall be selected by the library media staff in cooperation with the teaching staff.

Selection policies as well as professional publications shall be used as a guide for selection.

A balanced distribution of titles shall be maintained in all classifications in keeping with the philosophy and objectives of the schools and the interests of the students, library media specialists, teachers and administrators who use the collection.

PRESENT STANDARD

334.3 The minimum number of instructional items, exclusive of government documents and textbooks, required in schools of various enrollment is provided below.

200 or fewer students — 2,400 instructional items including 1,920 titles with 1,536 to be nonfiction.

201-500 students — 4,800 instructional items including 3,840 titles with 3,072 titles to be nonfiction.

501-1000 students — 7,200 instructional items including 5,760 titles with 4,608 titles to be nonfiction.

1,001-1,800 students — 9,600 instructional items including 7,680 titles with 6,144 titles to be nonfiction.

Over 1,800 students — 12,000 instructional items including 9,600 titles with 7,680 titles to be nonfiction.

344.2 With the exception of one-room rural schools, the minimum number of instructional items, exclusive of textbooks and reference books, shall be 500 or at least ten instructional items per student. Schools with an enrollment of more than 500 shall provide at least five additional instructional items per student. One-room rural schools must have a minimum of 100 instructional items.

When rural schools have regular access to a bookmobile, consideration will be given to this source in meeting the library standards.

PROPOSED STANDARD

333.2 The minimum number of instructional items shall be at least ten instructional items per student. Schools with an enrollment of more than 500 shall provide at least five additional instructional items per student.

333.3 When determining the minimum number of instructional items for the library media center, textbooks and government documents are not to be included in meeting the minimum requirement.

RATIONALE

333.1 All references to selection sources have been deleted. When each school has access to a professional library media specialist, there will be no need to delineate selection sources.

No change has been made in the rest of the standard.

FISCAL IMPACT

333.1 None.

RATIONALE

333.2 No change from present elementary standard.

The standard has been simplified for junior highs and high schools. It should be noted that the proposed standard (ten instructional items per student; fifteen in schools of more than 500 students) is actually slightly lower than the recommended standard in 1976, which calls for 6,000 items or twenty per student, whichever is greater.

333.3 No change.

In Proposed Standards 333.2, 333.3, 333.4 and 333.5, all references to detailed quantitative standards have been deleted, thereby simplifying the standards.

FISCAL IMPACT

333.2 Elementary: fiscal impact zero or minimal.

Junior High and High School: may have impact in the 44 schools with more than 500 students.

72% (32) of these schools are now spending more than \$5.00 per student on library materials.

Fiscal impact would probably be slight.

333.3 No fiscal impact.

PRESENT STANDARD

334.4 An adequate number of current encyclopedias and dictionaries shall be provided.

344.3 One set of current encyclopedias of appropriate maturity level must be provided in each classroom above the third grade.

Also, in the central library, one set of current encyclopedias must be provided.

PROPOSED STANDARD

333.4 The centralized media collection shall include current dictionaries and encyclopedias in numbers adequate to meet staff and student needs.

PRESENT STANDARD**335 Periodicals**

335.1 Periodicals shall be selected to represent, as nearly as possible, all areas of the curriculum. Proper storage and filing space shall be provided for current and back copies of periodicals.

Periodicals to fulfill minimum requirements should be selected from those included in the **Reader's Guide to Periodical Literature** or the **Abridged Reader's Guide to Periodical Literature**.

PROPOSED STANDARD

333.5 Periodicals shall be selected to represent, as nearly as possible, all areas of the curriculum at the appropriate reading level and interests of the students.

RATIONALE**333.4 No change.**

The requirement for a set of encyclopedias to be placed in each classroom above Third Grade was dropped in order to encourage the centralization of resources and the elimination of individual classroom libraries.

This proposed standard would still allow teachers to have classroom encyclopedias; however, it would be dropped as a requirement.

FISCAL IMPACT**333.4 No fiscal impact.****RATIONALE****333.5 No change.**

Storage of periodicals is dealt with in the Facilities section.

Selection of periodicals is the responsibility of the professional staff. It should not be necessary to dictate selection guides.

FISCAL IMPACT**333.5 No fiscal impact.**

PRESENT STANDARD

335.2 In addition to one or more daily metropolitan newspapers and one or more local newspapers, the minimum number of periodicals for student use for schools of various enrollments is listed below.

Students	Periodicals
200 or fewer	25
201-500	30
501-1000	40
1001-1800	50*
Over 1800	75*

* 20% duplication permitted

345 Periodicals

The minimum number of periodicals shall be two children's periodicals of appropriate age level for each classroom.

PROPOSED STANDARD

333.6 The minimum number of periodical subscriptions required is as follows:

Enrollment	Subscriptions	
	Elementary	Secondary
1 to 100	5	15
101 to 300	15	25
301 to 500	25*	30*
501 to 1000	35*	40*
1001 to 1500	45*	50*
More than 1500	55*	75*

*duplication permitted

333.7 A minimum of two newspapers shall be provided, including a local paper if available and at least one daily paper. (This standard does not apply to K-3 schools.)

RATIONALE

333.6 The change for the elementary standard was proposed here in order to make the numbers of periodicals required consistent with the number of children, yet within reason. Periodicals have interest appeal and are instrumental in encouraging children to read.

No change is recommended for junior highs and high schools, except to make the numbers consistent with the other standards.

333.7 No substantial change is proposed for junior highs and high schools.

Newspapers are not presently required at the elementary level. Upper elementary grades have as vital a need for current local information as secondary students.

FISCAL IMPACT

333.6 High School: no fiscal impact.

Elementary: Approximately \$3,484 statewide, or on an average \$.03 per child statewide.

333.7 High school: no fiscal impact.

Elementary: Approximately \$17,780 statewide, or \$.18 per child statewide if applicable to all schools.

PRESENT STANDARD**336 Budget**

336.1 After a school library has once assembled the minimum collection the annual expenditure for the library collection, exclusive of textbooks and audiovisual materials, must meet the minimum expenditures given below.

Students	Amount
50 or fewer	\$ 500
51-100	800
101-200	1,000
201-500	2,000
	or \$5 per student, whichever is greater.
501-1000	3,000
	or \$4 per student, whichever is greater.
1001-1800	4,000
	or \$3.50 per student, whichever is greater.
Over 1800	6,000
	or \$3 per student, whichever is greater.

336.2 A minimum of \$1.00 per student shall be expended for media software.

346 Budget

346.1 After an elementary library has once assembled the minimum collection, the annual expenditure for the library collection, exclusive of textbooks, reference books, dictionaries and audiovisual material, must meet the following minimum expenditures:

A school with 300 enrollment or fewer must budget \$4.50 per student or \$100 whichever is greater;

A school with over 300 enrollment must budget \$1,350 plus \$2.50 per student over 300 enrollment.

346.2 A minimum of \$1.00 per student shall be expended for media software.

PROPOSED STANDARD**334 BUDGET**

After a school library has once assembled the minimum collection, the annual expenditure for the library media collection, exclusive of textbooks, shall be determined according to a percentage of per pupil operational cost at the following rate:

1978-1979:

.61%	books & periodicals
.16%	supplies
.08%	media software
<hr/>	
.85%	

(Note: this is the same as the rate of expenditure for the 1976-1977 school year.)

1979-1980:

.75%	books & periodicals
.20%	supplies
.15%	media software
<hr/>	
1.10%	

1980-1981:

.80%	books & periodicals
.22%	supplies
.23%	media software
<hr/>	
1.25%	

RATIONALE

334 The present budget has been unchanged since the 1974-75 school year. During the 1971-72, 1972-73 and 1973-74 school years, the books and periodicals budget (0342) was actually .1% higher statewide than the current budget.

In fact, the percentage of general fund monies spent for libraries during the school year 1968-69 was higher than the current level of expenditures. (See Appendix G)

At the same time, the cost of books and periodicals has risen as much as 200%:

	1973	1977	Increase
World Almanac	3.95	5.95	51%
Statistical Abstracts of the US	6.30	10.50	67%
Billings Gazette	31.50	56.00	78%
Science (Periodical)	20.00	60.00	200%
Travels with Charlie by Steinbeck	4.95	7.95	61%
Teen-Age Diet Book	3.00	6.64	121%

FISCAL IMPACT

334 Projected changes in the general fund are based upon an estimate of 7 per cent a year increase.

Library media expenditure for 1978-79:

\$2,073,377 statewide
\$12.19 per student

Books & periodicals	\$ 1,487,954
Supplies	390,282
Media software	195,141
	<u>\$2,073,377</u>

Books & periodicals	\$ 8.75 per student
Supplies	2.29 per student
Media software	1.15 per student
Statewide average	<u>\$12.19 per student</u>

Library media expenditure for 1979-80:

1.1% of \$251,001,782 = \$2,761,107
\$16.23 per student

Books & periodicals	\$ 1,882,512
Supplies	502,003
Media software	376,502
	<u>\$2,761,017</u>

Books & periodicals	\$ 11.07 per student
Supplies	2.95 per student
Media software	2.21 per student
	<u>\$16.23 per student</u>

Library media expenditure for 1980-81:

1.25% of \$268,751,852 = \$3,357,147
\$19.73 per student

Books & periodicals	\$ 2,148,574
Supplies	590,858
Media software	617,715
	<u>\$3,357,147</u>

Books & periodicals	\$ 12.63 per student
Supplies	3.47 per student
Media software	3.63 per student
	<u>\$19.73 per student</u>

PRESENT STANDARD**337 Records**

All instructional center materials belonging to the schools shall be properly inventoried and cataloged in the library. A shelf list and standard card filing system shall be used for all instructional material and equipment (printed and nonprinted) which will include necessary author, title and subject cards.

347 Resources

All instructional center materials belonging to the schools shall be properly inventoried and cataloged in the library. A shelf list and standard card filing system shall be used for all instructional materials and equipment (printed and nonprinted) which will include necessary author, title and subject cards.

PROPOSED STANDARD**335 RECORDS**

All library media materials belonging to the school shall be adequately inventoried and cataloged in the library media center.

PRESENT STANDARD**338 Facilities**

338.1 Sufficient seating space shall be provided for 10 per cent of the student body or for 25 students, whichever is greater.

348 Facilities

The central library shall provide space for 30 students with adequate shelves open to students and teachers at all times.

PROPOSED STANDARD**336 FACILITIES**

336.1 The library media center shall provide seating space for 10 percent of the student body.

RATIONALE

335 No change, except to simplify the standard.
Qualified library media specialists do not need to be told how to maintain a filing system.

FISCAL IMPACT

335 None.

RATIONALE

336.1 No change, except to simplify.

FISCAL IMPACT

336.1 High school: no fiscal impact.
Elementary: little fiscal impact after Standard **331** is met. Slight fiscal impact likely in the 32 elementary schools with student population of 300-350.

PRESENT STANDARD

338.2 Provision shall be made for magazine storage, work areas and individual study areas for viewing, listening and recording.

338.3 The library shall be open on all instructional days for student and teacher use during all periods of the school day as well as immediately preceding and following regular school hours. The staff shall provide students with instruction in the use of the media.

348.2 The library shall be open on all instructional days for student and teacher use during all periods of the school day as well as immediately preceding and following regular school hours. The staff shall provide students with instruction in the use of the media.

PROPOSED STANDARD

336.2 Provision shall be made for storage of periodicals, work areas and individual study areas for viewing, listening and recording.

336.3 The library media center shall be open on all instructional days for student and teacher use during all periods of the school day as well as immediately preceding and following regular school hours and the lunch period.

337 INSTRUCTION

Library media staff, planning cooperatively with teachers, shall provide students with systematic instruction in the use of library media materials.

PRESENT STANDARD

231.3 No teacher shall have more than 28 clock hours of assigned student responsibility per week.

The number of students assigned a teacher per day shall not exceed 160 ... Library, guidance and study hall duties are assigned student responsibilities; however, in cases where a teacher is assigned full time in these areas, the assignment may be for the entire school day.

PROPOSED STANDARD

231.3 No teacher shall have more than 28 clock hours of assigned student responsibility per week.

The number of students assigned a teacher per day shall not exceed 160. ..Library, guidance and study hall are assigned student responsibilities; however, in cases where a teacher is assigned full time in **guidance and study hall**, the assignment may be for the entire school day. Library media specialists shall have the equivalent of one period per day free for preparation and conferences.

RATIONALE

336.2 No change.

336.3 Library media center to be kept open during lunch.

337 Isolated library lessons will not guarantee good library users.

When asked the question whether students should be able to find information in the library before they are allowed to graduate;

39% of the school librarians—

89% of the district superintendents—

67% of the teachers—

76% of the principals and supervising teachers—

said "Yes."

This is a clear indication that library usage needs to be taught in a systematic format in cooperation with all professional staff members in a school.

FISCAL IMPACT

336.3 Minimal fiscal impact. Impact is involved in keeping the library open during the lunch periods in schools where that is not already done. Because of the number of library media specialists and aides required by Standard 332, the only likely impact would be scheduling in individual schools, rather than fiscal.

337 None.

RATIONALE

231.3 If a school library media specialist is assigned full time to study hall duties or other full time duties without a break in the library, there can be no cooperative effort in developing a program for the dissemination and usage of curriculum resources. It is inherent to a quality library media program that the professional library media specialist work with teachers and students outside the confines of the library media center.

It is important for the library media specialist to meet with staff in their own classroom setting as well as in the library media center.

FISCAL IMPACT

231.3 If library is fully staffed according to Standard 332 with library media specialist and aides, there would be no fiscal impact.

OTHER RECOMMENDATIONS

As was indicated in the original intent of the study (see Appendix A for study outline), the library study committee was to review collected data not only for the purpose of reviewing accreditation standards but also for the purpose of reviewing library media development in Montana.

Some of the following recommendations relate directly to standards; others do not, but do have impact on school library media programs in Montana.

The school library study committee recommends action be taken in the following areas:

1) THE CONCEPT OF INTERLOCAL AGREEMENTS AND/OR REGIONAL SERVICES OR INTERMEDIATE EDUCATION DISTRICTS SHOULD BE ENCOURAGED BY THOSE RESPONSIBLE FOR SERVING THE SMALL SCHOOLS.

Schools, particularly the small schools, should consider entering into an interlocal agreement for the purpose of sharing services. An interlocal agreement permits local government units to make the most efficient use of their powers . . .

"16-4901. Interlocal Co-operation—purpose. It is the purpose of this act to permit local governmental units to make the most efficient use of their powers by enabling them to co-operate with other local governmental units on a basis of mutual advantage and thereby to provide services and facilities in a manner and pursuant to forms of governmental organization that will accord best with geographic, economic, population, and other factors influencing the needs and development of local communities."

(16-4901. R.C.M.)

Such an agreement would allow a small school to contract with a larger school for the purpose of sharing a professional librarian or part of a collection.

A group of small schools could contract among themselves or with another local government unit (e.g. public library) for personnel or other services.

Closely related to that is the idea of regional services or intermediate education districts. The committee recommends that county superintendents study the possibility of initiating or expanding the concept of regional library media services to the schools in their counties. Of concern here is the sharing of very expensive multi-media materials and equipment. With careful planning a modest investment in materials could be used efficiently by several different schools.

2) SCHOOL/PUBLIC LIBRARY COOPERATIVES SHOULD BE ENCOURAGED, BOTH IN SMALL AND LARGE COMMUNITIES

Where community size permits, the school and public librarians should work together to provide cooperative services and avoid duplication. Where possible, a common facility could be used. Montana already has two successful models in this concept: Winnett and Roundup have school/public library cooperatives. Other communities are in the planning stages for cooperative services and facilities. In the larger communities school and public library cooperatives can be arranged for the summer months. Missoula and Billings have had effective cooperative programs.

3) TEACHING EXPERIENCE SHOULD BE A PREREQUISITE FOR A SCHOOL LIBRARY MEDIA SPECIALIST

It was agreed that teaching experience could not be required in the minimum accreditation standards; but because competent teaching skills are inherent to the school library media specialists' success in managing a quality school library media program, teaching experience should be given a high priority in the hiring program.

According to the results of the surveys:

79% of the district superintendents and 67% of the teachers responded that a school librarian should have successful teaching experience.

The committee spent a great deal of time discussing this issue. It was reasoned that teaching experience would greatly benefit the library media specialist in the areas of:

- a) consultative service to teachers,
- b) teaching of library skills to students,
- c) administering a program that involves all of the school's curricular areas,
- d) instructional design and
- e) media utilization.

4) UNIVERSITY AND COLLEGE PROGRAMS PREPARING SCHOOL LIBRARY MEDIA PERSONNEL IN MONTANA SHOULD BE REVIEWED.

A task force made up of representatives from all concerned educational components (similar in composition to the Library Study Committee) should review the programs preparing school library media specialists and make recommendations to the Board of Regents.

At the present time, eight training programs have been identified throughout the state of Montana. (See Appendix I for description.) Working from the premise that the quality of a school library media program is closely tied to the quality of the personnel, the committee felt that the programs should be reviewed for consistency and relevancy to contemporary educational practices.

It is not the intent of the committee's recommendation to make all training programs identical, but rather to ensure that candidates for school library media positions are adequately prepared to meet the increased demands of the profession. For example, the complexities of dealing with both print and non-print materials, both in the selection process and usage, requires a high degree of skill.

An issue closely related to training is that of supply. Sixty-one per cent of the district superintendents indicated that they had difficulty in finding qualified school librarians to fill positions at the professional level.

5) STATE FUNDING SHOULD BE REESTABLISHED FOR THE STATE AUDIOVISUAL LIBRARY

Given the high demand for educational films in Montana schools, the committee recommends that the Office of Public Instruction request the State Legislature to reestablish support funding from the state general fund for the audiovisual library.

The film library is a service that reaches every school in the state. In the surveys received from the schools, 88% of those asked indicated that they felt that an efficient State AV Library was a viable and necessary part of education in Montana; however, only 19% felt that the current system was adequately meeting their needs. The very low rental rate that is charged the schools (\$1.00 per film until 1974, 1974-77 - \$2.00 per film, 1977 - \$5.00 per film) does not meet the expense of the high cost of film and the services related to distributing it to the schools.

Since the State Audiovisual Library is the only source of film for the majority of Montana school children, the maintenance of the library becomes a critical issue.

6) MICROFICHE AND COPYING FACILITIES SHOULD BE USED WHERE POSSIBLE

Where possible, microfiche and copying facilities under the provisions of the copyright law should be made available to cut down the cost of replacement due to loss and damage of periodical subscriptions.

CHAPTER 3

SMALL SCHOOL CONCERNS

Forty-five percent of Montana's schools have fewer than one hundred students. For this reason the library study committee discussed at great length possible suggestions for assisting the small school with its special problems.

The following suggestions are made by the committee based on the accepted concept that elementary schools and secondary schools should provide equal library service to the students of Montana whether they reside in rural or urban areas.

In the listing and explanation of the library study committee's **Other Recommendations** there is a recommendation encouraging small schools to enter into Interlocal Agreements. The main purpose for encouraging such agreements is to provide the means for the very small school to have access to the professional expertise so essential for quality library media service.

By contracting for personnel or services with a number of other small schools, a larger school district, or a public library, the small school could bring to its students, more resources on a consistent and efficient basis as well as instruction in the use of multi-media materials.

It would be a mistake, however, for a small school to look only to the public library for additional resources. A study of school and public library collections indicates that the materials in school and public libraries are quite different. Public libraries do not as a rule purchase curriculum related materials nor is there a concentration at this time upon audio-visual materials. Three years ago in a study made by the Ad Hoc Committee on School and Public Library Services for the Montana Library Association, counts were made in four areas of the collection in five Montana communities to determine incidence of duplication. Only in the area of Montana History was there a significant similarity in collections. The average duplication was less than 10%. Public libraries throughout the state exist for the most part on minimum budgets and cannot afford the additional burden that intensive school use would put upon them unless they were reimbursed by the school system in an equitable manner.

Although public libraries are not funded to provide full services to schools, a school library and a public can merge their efforts to form a community center in the school facility. By combining resources and personnel services, a small community can expend more efficiently shrinking tax dollars. Montana has working models for such cooperative efforts in Roundup and Winnett.

SCHOOL LIBRARIAN FOR EVERY SCHOOL?

In the proposed changes for standards every school is required to have access to the services of a certified teacher with a school library endorsement.

Why is the service of a school librarian with the appropriate endorsement so important, even to the small school? The following is a listing of services that would benefit the students and staff of a small school.

Program Development

- 1) Develop goals and objectives for the most efficient use of a school's present resources.
- 2) Assess information and resource needs of students and staff.
- 3) Coordinate the use of all available resources which would include teaching the use of media and audiovisual equipment.
- 4) Provide an opportunity for students and staff to have input on the selection of new materials; coordinate materials selection. Rather than select only from current publishers' catalogues, teachers would have access to professional selection tools.

- 5) Criteria could be established for the selection of materials as well as the weeding of outdated materials. It is far better to have fewer but up-to-date, carefully selected materials on the shelves; poor and inappropriate materials will turn off the student. For every item on the shelf that is inappropriate because of age, condition, or level, there is a negative reinforcement on the child in regard to his attitude toward reading.

Centralized Collection

A centralized collection does not necessarily mean a separate room. In the small, one, two or three-room school, a library media specialist could centralize the collection by inventorying the individual classroom collections for the purpose of gathering information on each instructional item:

for books—the author, title, subject matter, publication date, physical condition, and building location could be noted;

for multimedia type materials—the type, title, subject, condition and location noted;

for equipment—a description, its condition and location noted.

When this information is gathered, a central file of library media materials in the school could be developed. This central file would serve as a locator of information which would allow all teachers and students to have access to all the materials.

With the use of book carts the individual classroom collections could be mobilized and shared more efficiently by all the students and staff.

Instruction And The Use Of The Library Media Center

A library media specialist could:

- 1) assist teachers in units of instruction in all curricular areas by preparing instructional materials.
- 2) conduct story-telling.
- 3) provide reading guidance.
- 4) teach specific library skills.
- 5) help the teacher and the student to develop an appreciation for the value of having a multitude of resources from which to choose.

OTHER SUGGESTIONS FOR THE SMALL SCHOOL

- 1) Purchasing paperback books should be given a high priority. The quantity and quality of a collection can be increased for a lot less money.
- 2) At least two sets of encyclopedias should be available to the students to accommodate varying reading levels and points of view.
- 3) Where possible small schools should exchange collections among themselves or contract with a nearby public library or larger school district for collection exchanges.
- 4) Take advantage of monies from ESEA Title IV, Part B, Federal funding for library media resources.

- 5) Arrange for field trips to a larger school district library or the public library to help the children expand their concept of library media and begin a lifelong habit of library usage.

WAYS THE OFFICE OF PUBLIC INSTRUCTION CAN HELP THE SMALL SCHOOL

Through the reallocation of ESEA Title II carryover funds from fiscal year 75-76, the Office of Public Instruction is making the following materials available specifically to the small school:

For the purpose of selecting materials the small high schools will have access to the following selection tools:

1. **Gateway to Readable Books**, 5th Edition, Wilson
2. **Junior High Catalog**, 3rd Edition, Wilson
3. **Senior High Catalog**, 11th Edition, Wilson
4. **Guide to Reference Books for School Media Centers**, Wynar—1974-75 Supplement
5. **Audiovisual Equipment Directory**, 23rd Edition
6. **Core Media Collection for Secondary Schools**, Brown
7. **EI-Hi Textbooks in Print**, 1977
8. **Books for You**, Donelson, NCTE
9. **High Interest-Easy Reading**, 1972, NCTE
10. **Your Reading**, 1975 NCTE

For the purpose of selecting materials the small elementary schools will have access to the following selection tools:

1. **Junior High Catalog**, 3rd Edition
2. **Children's Catalog**, 13th Edition
3. **Guide to Reference Books for School Media Centers**, Wynar—1974-75 Supplement
4. **Audiovisual Equipment Directory**, 23rd Edition
5. **EI-Hi Textbooks in Print**, 1977
6. **The Elementary School Library Collection**, Van Orden
7. **Adventuring With Books**, NCTE
8. **Picture Books for Children**, Cianciolo, NCTE

In addition every school in the state will receive a copy of **Media Programs: District and School and Steps to Service for The School Library Media Center**. Both publications can be used as guides in developing new library media programs and enriching existing programs.

Twelve ninth grade units from the Reading Enrichment Program have been purchased to be shared by 25 of the state's smallest high schools. The units total 1,944 paperbacks or approximately 80 new titles per school.

Eighty-two elementary units from the Reading Enrichment Program have been purchased for distribution among the smallest elementary schools. The sets total almost 10,000 paperback books to be shared on a rotating basis.

The distribution process for the above mentioned materials is described in November, 1977 issue of **Montana Schools**.

CHAPTER 4

GUIDELINES FOR QUALITY

Standards for School Library Media centers as written for the Accreditation of Montana Schools address only the minimum requirements. Complying with state accreditation standards will not guarantee a quality library media program. Quality will be judged by what happens in and around the library media center during the school day.

The following is a suggested list of activities and outcomes that could lead to a library media program of excellence.

I. Develop a program that is closely coordinated with the instructional program in the school

- This would include:
- A) Writing a philosophy (Why have a library ?)
 - B) Setting goals and objectives
 - C) Designing specific activities to meet those goals and objectives

The above exercises should result in cooperative efforts between the total school staff and students in coming to a better understanding of the role of the library media center in the instructional process.

To carry on program development:

- D) Assess student and staff needs
 - What services does the clientele want?
 - What services can the library media program offer?

More than 80% of the teachers and district superintendents indicated on the library study surveys that a library should serve as a center for instructional leadership. More than 90% of the teachers and district superintendents indicated that a library should serve as a center for developing life-long learning habits. These facts are clear directives for school library media development.

II. Develop a management system that will allow for the implementation of the program

This includes:

- A) Coordination of all resources—print, non-print, textbooks and equipment. These materials need to be inventoried, recorded, and properly maintained.
- B) Budget for best use of funds.
 - Conduct a cost effectiveness study.
 - Would the purchase of microforms be a more efficient use of funds for selected periodicals? Are paperbacks a high priority?

Note: Schools should seriously consider purchasing all books pre-cataloged. The fifty cents per book is a much more efficient cataloging cost than seven dollars per hour for a librarian to do it by hand.

- C) Policy development
 - Selection, weeding and circulation policies should be written. Teachers, students, parents, should have easy access to these policies. Selection policies should be guidelines to maintaining a relevant and balanced collection responsive to the needs of students and staff.

D) Organize materials for easy accessibility.

Materials should be easily obtained by students and teachers and checkout procedures should be kept simple.

E) Communication

This is the most important aspect of the management system. Administration, faculty, students and parents should know what the library media program is and how it works.

This includes teaching library skills and usage to students and teachers as needed.

Library skills should be taught in context. For example, the use of the periodical guide should not be taught before first establishing a need for the student to use the periodical guide.

III. Create an atmosphere conducive to questioning, reading and learning

Provide opportunities that lead to discovery and exploration beyond the stated curriculum.

More than 95% of the district superintendents, teachers, school board members, and parents indicated that the library should be an attractive and comfortable place.

How do we make all this happen? As reflected in all the proposed changes for accreditation standards, the key to providing quality activities and outcomes in the Library Media Center is the library media specialist.

It is the responsibility of the library media specialist to be a leader in helping the school meet its instructional goals. This includes creating a team atmosphere with the school staff. The library media specialist should provide teachers with professional materials which will encourage the examination of new trends.

A final and very important factor in a quality library media program is evaluation of the program. The Library Study Committee thought evaluation so important that it has been included in the proposed minimum standards for accreditation. Evaluation will be helpful only if it is an ongoing process with input from the total school community which it serves.

Evaluation of the library media program will allow the total school community to take a look at current library practices and policies in view of the school's educational goals.

This chapter has been written to serve as a guide. However, every school's staff—the teachers, principal and library media specialist—must work out their own plan for a quality program that speaks to the school's unique situation and needs.

CHAPTER 5

SURVEY RESPONSES

Introduction to the Surveys

Because of the wide range in size of schools in Montana, all surveys except County Superintendents were processed according to a size code. Response from each size/level group is noted for the individual surveys.

The Principals' and Supervising Teachers' survey was the longest, at least in part because it was the one survey that would go to every public school in the state and thereby give the opportunity to ask about equipment, books and supplies in a school—information that could later be extrapolated to all schools.

Each survey asked for identifying information, although confidentiality was promised. Before the returned surveys were sent to data processing, those that were obviously filled out by someone other than for whom they were intended were weeded and not processed. For example, some 49 principals' surveys were completed by school librarians. None of these surveys could be counted.

Because the school and town were identified on the surveys, it was possible to file them geographically. All processed surveys are now on file in the Office of Public Instruction by school district and county. This will give the Office of Public Instruction staff the opportunity to form a profile of library media service in various areas. The confidentiality of all survey respondents will be maintained, however.

Numbers filled in as "answers" in each blank on the surveys represent the overall per cent of response to each question. In nearly every instance, the responses do not total 100%. This is because, when a response was left blank or answered in more than one way, it was tabulated as "Other." For example, Question 12 on the Principals' survey is a yes-no question. The total response to this question is only 34%. Therefore, 66% of the respondents either left the question blank or checked both answers.

SAMPLING OF GROUPS AND SURVEY RETURNS

Group	Sampling	Number Mailed	Number Returned	Percent Returned	Needed for Statistical Validity		Sufficient Return?
					Number	Percent	
County Superintendents	All	56	50	90%	50	90%	Yes
School Librarians	All	368	281	76%	195	53%	Yes
District Superintendents	All	192	132	69%	129	66%	Yes
Public Librarians	All	118	77	65%	94	80%	No
Principals and Supervising Teachers	All	827	426	56%	273	33%	Yes
Teachers	Every seventh elementary teacher. Every fourth high school teacher. Every third multi-level teacher.	2156	1157	54%	400	18%	Yes
Secondary Students	Three surveys to every second high school teacher surveyed.	1053	556	53%	550	52%	Yes
Parents	Surveys mailed to every fifth principal or supervising teacher.	1302	629	48%	1600	123%	No
Elementary Students	Three surveys to every second elementary teacher.	1020	426	42%	750	73%	No
School Board Members	Every third MSBA member and every third non-member Chairman.	488	179	37%	339	69%	No

PRINCIPALS AND SUPERVISING TEACHERS

827 Surveys mailed

426 Surveys returned

56% returned

33% or 273 needed for statistical validity

Response to this survey was sufficient to allow data to be extrapolated to apply to all schools in Montana.

OFFICE OF PUBLIC INSTRUCTION STATE CAPITOL HELENA, MONTANA

LIBRARY MEDIA STUDY:: TO ALL SCHOOLS (PRINCIPALS AND SUPERVISING TEACHERS)

Name & Title: _____

School: _____ City or Town: _____

Please return this survey in the enclosed, stamped and addressed envelope by April 26. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name, your school and your town will not be used in any reports from this study.

Thank you very much for your help.

By marking the appropriate box in this grid, indicate the type and size of your school:

<i>Elementary (K-8 or any combination)</i>	1-50	51-100	101-349	350 or more students
<i>Junior High or High School</i>	1-100	101-300	301-499	500 or more students

22% of the surveys returned were from Group 1 (Elementary, 1-50 students) schools.

9% of the surveys returned were from Group 2 (Elementary, 51-100 students) schools.

26% of the surveys returned were from Group 3 (Elementary, 101-349 students) schools.

15% of the surveys returned were from Group 4 (Elementary, 350 or more students) schools.

6% of the surveys returned were from Group 5 (Jr.-Sr. High, 1-100 students) schools.

9% of the surveys returned were from Group 6 (Jr.-Sr. High, 101-300 students) schools.

5% of the surveys returned were from Group 7 (Jr.-Sr. High, 301-499 students) schools.

7% of the surveys returned were from Group 8 (Jr.-Sr. High, 500 or more students) schools.

The graph in Appendix D shows the number of schools in each of these eight groups, and how many of the schools in each group responded to the survey.

Check the appropriate description(s) of Library Media Service in your school:

* * *

15. How many people, other than the head librarian, are employed in your school library?

1. one person	25%
2. two - three	7%
3. four - five	2%
4. more than five	0%
5. none	43%

16. How many volunteers, not counting student help, work in your school library?

1. one person	6%
2. two - three	5%
3. four - five	2%
4. more than five	3%
5. no volunteers	60%

The following statements will help describe your school library media center:

	YES ¹	NO ²
17. The library is carpeted	43%	35%
18. Student meets and talk quietly with each other.....	70%	8%
19. Students may play educational games	45%	31%
20. Students are charged fines for overdue books	27%	51%
21. Students must have library passes to use the library.....	19%	57%
22. A student may have his/her library pass revoked.	25%	40%
23. Book loss amounts to 5% or more of the collection per year.	18%	57%
24. We have a security system in the library to prevent the loss of books	15%	61%
25. The library is adequately equipped with current materials	67%	9%
26. The school library program is modeled in a conventional, academic manner	54%	17%
27. The school library program is modeled after an open concept, multi-purpose resource center	31%	38%

28. For junior high and high school: The library is used as an assigned study hall for what portion of the school day?

1. Less than half the day..... 7%
2. Half or more 3%
3. The full day 4%
4. Not at all 30%

	YES ¹	NO ²
29. For elementary schools: Are classes regularly scheduled in the library?	35%	22%

If "Yes," how many hours per day and what days of the week?

Hours per day:	1	2	3	4	5	6
30. Monday	8%	6%	5%	2%	1%	1%
31. Tuesday	7%	6%	5%	3%	1%	1%
32. Wednesday	6%	6%	4%	3%	1%	1%
33. Thursday	6%	6%	5%	3%	1%	1%
34. Friday	7%	6%	4%	3%	1%	1%

	YES ¹	NO ²
35. The school librarian prepares the budget for the school library	34%	41%
36. The librarian creates an atmosphere which encourages students and teachers to request help, guidance and advice	68%	6%

* * *

37. Approximately how many reference volumes (dictionaries, almanacs, etc.) does your school have? (Consider multiple volume works, such as encyclopedias, as one volume.)

37. 1. None 0%
2. 1 - 9 15%
3. 10 - 25 23%
4. 26 - 50 19%
5. 51 - 100.... 13%
6. 101 - 250 .. 10%
7. More than 250 13%

38. Newspaper subscriptions:

1. None 26%
2. 1 21%
3. 2 - 4 37%
4. 5 - 7 8%
5. 8 or more 3%

39. Magazine subscriptions:

1. None..... 1%
2. 1 - 5 17%
3. 6 0 10 16%
4. 11 - 20 19%
5. 21 - 35 17%
6. More than 35.... 25%

40. Books (not counting reference and text books):

1. 5 or fewer per student 3%
2. 6 - 9 per student 12%
3. 10 - 14 per student 23%
4. 15 - 20 per student 23%
5. More than 20 per student 35%

Please mark the appropriate boxes in this grid to describe how library usage skills are taught in your school:

Grades:	1-3	4-6	7-8	9-12	At all levels	Never
1. Library usage skills are taught.	41 31%	42 42%	43 24%	44 13%	45 34%	46 4%
2. Students are formally tested for their library skills.	47 6%	48 23%	49 15%	50 10%	51 8%	52 28%
3. A specific course of study is used to teach library skills.	53 8%	54 16%	55 10%	56 10%	57 8%	58 31%

Questions 59-87 were asked in order to determine a statewide media impact. For the purposes of planning and providing direction from the state level, it was necessary to find out to what extent and where equipment is available. A growing interest in video has been expressed. It was important to find out how much of an investment schools are making in such equipment.

The "How Many" column is blank because that information must be computed by hand. It is available upon request.

Media equipment and software housed in your school building:

	YES ¹	NO ²	HOW MANY ³
59. 16 mm projector	90%	4%	_____
60. 16 mm films	11%	71%	_____
61. filmstrip projection equipment	90%	3%	_____
62. slide projection equipment	73%	17%	_____
63. overhead projectors	85%	6%	_____
64. 8 mm or super 8 camera	17%	65%	_____
65. 8 mm or super 8 projector	26%	56%	_____
66. 8 mm film loops	24%	57%	_____
67. still camera	37%	46%	_____
68. tape recorders	88%	4%	_____
69. dry mount press	23%	58%	_____
70. thermal transparency maker	63%	22%	_____
71. photo copier	52%	33%	_____
72. opaque projector	54%	34%	_____
73. dark room facilities	21%	61%	_____

Video equipment

	YES ¹	NO ²	HOW MANY ³
74. ½ inch black & white recorder	14%	64%	_____
75. ½ inch color recorder	2%	74%	_____
76. ¾ inch cassette recorder	13%	64%	_____
77. 1 inch black & white recorder	4%	72%	_____
78. portable black & white camera	17%	62%	_____
79. portable color camera	3%	73%	_____
80. studio black & white camera	5%	72%	_____
81. studio color camera	1%	75%	_____
82. black & white television receiver	20%	59%	_____
83. color television receiver	6%	71%	_____
84. black & white television receiver/monitor	13%	64%	_____
85. color television receiver/monitor	5%	71%	_____
86. film chain (transfers film onto videotape)	1%	75%	_____
87. television production studio	1%	18%	_____

	YES ¹	NO ²
88. The school has a written selection policy for library materials, adopted by the school board	47%	45%
89. All students should be able to find information from a variety of sources in the library before they may graduate	76%	16%
90. Bookmobile service is directly available to the school	23%	73%
If "Yes," is bookmobile service used:		
91. as a supplement to the school library?	21%	5%
92. as a substitute for the school library?	2%	14%
93. Public library services other than bookmobile are used by the school in a scheduled program. (Examples are interlibrary loan, films, long-term loans)	50%	46%
94. The school district reimburses the public library for bookmobile or other library services	9%	75%

95. An up-to-date collection of professional literature is available for faculty use 62% 32%
96. If "Yes," where is this collection located?
1. Faculty lounge 13%
 2. Library 18%
 3. Principal's office 2%
 4. Other 4%
97. How much does your school budget for library materials: books, periodicals and media software; not furniture or other capital outlays.
1. Less than \$100 4%
 2. \$ 101 - \$ 500 19%
 3. \$ 501 - \$ 800 6%
 4. \$ 801 - \$1000 6%
 5. \$1001 - \$2000 23%
 6. \$2001 - \$3000 15%
 7. \$3001 - \$4000 7%
 8. \$4001 - \$6000 7%
 9. More than \$6000 10%
98. How much per student does this represent?
1. \$3.00 per student or less 7%
 2. \$3.01 - \$4.00 10%
 3. \$4.01 - \$5.00 14%
 4. More than \$5.00 63%

Questions 99-111 deal very specifically with the State Audio-Visual Library. Film is a very popular and widely used medium in the schools; however, it is also very expensive. Since the State A-V Library is the major source of film for almost all schools in the state (three large school districts have their own film libraries), the committee felt very strongly about trying to determine user needs and attitudes. The results clearly indicate a desire for continued but improved service. For this reason, the committee made a special recommendation concerning the funding of the State A-V Library. (See "Other Recommendations," Page 29.)

	YES ¹	NO ²	DON'T KNOW ²
99. Instructional films are as important to learning as textbooks	69%		23%
100. Your school uses the State Audio-Visual Film Library	79%		16%
101. An efficient State A-V Library is a viable and necessary part of education in Montana ..	83%	2%	10%
102. The State A-V Library is adequately meeting the film needs of Montana educators.....	29%	34%	31%

How much will your school spend on films during the 1976-77 school year:

	\$0	\$1-\$100	\$101-\$500	\$501-\$1000	More than \$1000
103. from the State A-V Library	11%	18%	42%	8%	3%
104. from another source	17%	34%	9%	2%	3%

How much do you expect your school to spend on films during the 1977-78 school year:

	\$0	\$1-\$100	\$101-\$500	\$501-\$1000	More than \$1000
105. from the State A-V Library	9%	17%	43%	10%	2%
106. from another source	16%	33%	9%	2%	3%

107. If the State A-V Library were to increase charges by means of a graduated scale (charging \$2 to \$6 per film, depending on its length), would your school: (check only one)
1. increase its film budget to continue ordering the same number of films 14%
 2. order fewer films to stay within the present budget 43%
 3. order no films from any source 3%
 4. order films from a source other than the State A-V Library 11%

		<u>YES</u> ¹	<u>NO</u> ²	<u>NO</u> ²
108.	Have you used the 1976 supplement (blue cover) to the State A-V Library Catalog?	73%	24%	
109.	Each catalog supplement costs the state \$2.50 just for printing. Would you be willing to pay for part of the cost of the catalog?	61%	27%	
110.	The State A-V Library should: (check one)			
1.	be abolished 1%			
2.	maintain the present level of service 22%			
3.	improve the present level of service 63%			
111.	The State A-V Library should expand its service to include videotape	32%	22%	38%
112.	Do you think the present accreditation standards for libraries need to be changed?	21%	47%	25%
113.	If "Yes," in what way? _____			

THANK YOU VERY MUCH!

Responses to Question 113 could be summarized as follows:

The emphasis should be placed on hiring qualified personnel for all levels of library service rather than concentrating on quantity of materials.

A great deal of support was voiced for better elementary library service.

SCHOOL LIBRARIANS

368 surveys mailed

281 surveys returned

76% returned

53% or 195 needed for statistical validity

Response to this survey was sufficient to allow data to be extrapolated to apply statewide.

OFFICE OF PUBLIC INSTRUCTION STATE CAPITOL HELENA, MONTANA

LIBRARY MEDIA STUDY: SCHOOL LIBRARIANS

Name: _____ School: _____ Town or City: _____

Please return this survey in the enclosed, stamped and addressed envelope by **April 26**. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name, school and town will not be used in any reports from this study. Thank you for your help.

By marking the appropriate box in this grid, indicate the level and the size of the school you serve.

<i>Elementary (K-8 or any combination)</i>	1-50	51-100	101-349	350 students or more
<i>Junior High or High School</i>	1-100	101-300	301-499	50 students or more

1% of the surveys returned were from Group 1 (Elementary, 1-50 students) schools.

2% of the surveys returned were from Group 2 (Elementary, 51-100 students) schools.

23% of the surveys returned were from Group 3 (Elementary, 101-349 students) schools.

17% of the surveys returned were from Group 4 (Elementary, 350 or more students) schools.

12% of the surveys returned were from Group 5 (Jr.-Sr. High, 1-100 students) schools.

12% of the surveys returned were from Group 6 (Jr.-Sr. High, 101-300 students) schools.

9% of the surveys returned were from Group 7 (Jr.-Sr. High, 301-499 students) schools.

22% of the surveys returned were from Group 8 (Jr.-Sr. High, 500 or more students) schools.

Check the appropriate description(s) of Library Media Service in your school:

1. Combined Library Media Center, i.e., the center includes print and non-print materials and equipment 80%
2. Library Media Center houses print and non-print materials, but no equipment 14%
3. Equipment is housed separately or in classrooms 30%
4. The Library Media Center includes only print materials 9%
5. We have a district media center which houses: equipment 36%
6. non-print materials 35%
7. production facilities 33%
8. Our library materials are housed in individual classrooms 5%

Professional associations of which I am a member:

9. Montana Library Association, School Library Media Division	46%
10. American Library Association	9%
11. Association for Educational Communications and Technology	2%
12. International Reading Association	8%
13. Other: _____	28%

	YES ¹	NO ²	SHOULD DO ³
14. The school's written philosophy includes a philosophy for the school library	57%	16%	10%
15. There are written goals and objectives for the school library	59%	15%	12%
16. The school has a written selection policy for library materials, adopted by the school board	59%	16%	9%
17. I have a written plan or list of goals for library improvement and upgrading.....	57%	16%	16%
18. If "Yes," is the plan: short range (within the school year)	40%	5%	1%
19. long range (within 3-5 years)	32%	2%	5%
20. I maintain instructional materials files: pictures, charts, maps, vertical and other	83%	8%	5%
21. Books are weeded from the library on a regular basis	78%	7%	11%
22. Adequate interlibrary loan procedures are established.....	55%	28%	9%

	YES ¹	NO ²	SHOULD DO ³
23. The collection is satisfactory for: pupils of average ability	95%	19%	1%
24. mentally handicapped.....	30%	32%	9%
25. gifted and talented	66%	12%	6%
26. I have established a positive, effective working relationship with the public library	61%	12%	13%

School policy generally permits students to check out the following media for home use:

27. Books	99%	0%	0%
28. Reference books.....	67%	25%	0%
29. Other printed materials	85%	9%	0%
30. Media software (filmstrips, tapes, records, etc.)	32%	53%	2%
31. Media equipment.....	21%	61%	2%

32. All students must know how to find information in the library before they may graduate	39%	36%	14%
--	-----	-----	-----

By checking the appropriate items, indicate how you establish an atmosphere in the school library so students want to come there:

33. They come on their own	89%
34. The decor is cheerful and comfortable	83%
35. The materials in it are exciting and enticing	71%
36. Students are treated with respect and given sufficient freedom to search for materials on their own.....	95%
37. The library has sections for special interests, such as sex information, hobbies, etc.	51%
38. Reading competitions	18%
39. Good selection of magazines of interest to students.....	95%
40. Other: _____	29%

Within each of the following four groups, number the subjects from 1 to 5, with #1 being your top priority for your own continuing education needs, and #5 being your lowest priority.

Group One

- | | |
|----------------------------------|-----|
| 41. Development of program | 41% |
| 42. Management skills | 12% |
| 43. Materials selection | 27% |
| 44. Public relations | 9% |
| 45. Facilities design..... | 9% |

Group Two

- | | |
|----------------------------------|-----|
| 46. Children's Literature..... | 25% |
| 47. Adolescent Literature | 41% |
| 48. Educational film | 5% |
| 49. Educational television | 9% |
| 50. Teaching of reading | 16% |

Group Three

- | | |
|---------------------------------------|-----|
| 51. Instructional materials design... | 24% |
| 52. Teaching strategies | 29% |
| 53. Assertiveness training | 9% |
| 54. Personal time management | 17% |
| 55. Budget preparation..... | 14% |

- | | |
|--|-----|
| 56. Media competency: operation of hardware | 16% |
| 57. Media competency: maintenance & repair..... | 19% |
| 58. Federal programs relating to libraries | 22% |
| 59. Cataloging and classification | 29% |
| 60. Other: _____ | 6% |

Now rank your four first choices: #1 (41), #2 (47), #3 (59), #4 (52).

I have taken in-service workshops in library media related areas during the past three years at:

- | | | | |
|--|-----|---|----|
| 65. University of Montana | 21% | 72. College of Great Falls | 3% |
| 66. Montana State University | 16% | 73. Carroll College | 2% |
| 67. Eastern Montana College | 28% | 74. Flathead Valley Community College | 1% |
| 68. Western Montana College..... | 4% | 75. Dawson Community College | 1% |
| 69. Northern Montana College | 4% | 76. Miles Community College..... | 0% |
| 70. Rocky Mountain College | 1% | 77. Out-of-state | 9% |
| 71. Montana College of Mineral
Science and Technology | 1% | Where: _____ | |

Please note which of the following are included in your responsibilities as school librarian:

	Always	Frequently	Occasionally	Seldom	Never	Should do
78. Confer with administrators and/or school board concerning media operation, programs and budgets	17%	29%	20%	10%	11%	2%
79. Participate in curriculum development and revision.....	8%	19%	24%	15%	8%	7%
80. Work with the teachers in planning and providing library instruction	32%	36%	18%	6%	0%	4%
81. Design learning materials for classroom use	5%	16%	22%	18%	24%	5%
82. Help to develop and implement proposals for ESEA Title IV, Part B federal monies	25%	13%	13%	8%	27%	5%
83. Conduct in-service for faculty	5%	8%	24%	20%	22%	9%
84. Instruct students in media skills	31%	34%	15%	5%	7%	2%
85. Maintain and repair equipment	11%	20%	22%	18%	23%	2%
86. Schedule and distribute both hardware and software	46%	22%	10%	7%	9%	1%
87. Duplicate educational materials	12%	16%	23%	15%	28%	1%
88. Serve teachers and students as a resource person	50%	33%	7%	3%	0%	1%
89. Produce graphic, photographic and audio instructional materials and displays	5%	12%	19%	22%	30%	5%
90. Provide storytelling experiences and/or introduce materials of special interest to class groups	23%	21%	17%	11%	17%	5%
91. Offer mini-courses	4%	7%	9%	10%	47%	11%
92. Give students individual guidance in research and reading.....	50%	34%	7%	2%	2%	0%
93. Replace bulbs and similar minor maintenance of equipment	28%	23%	12%	7%	24%	2%
94. Assist at the charging desk	43%	33%	15%	3%	2%	1%
95. Keep informed and in touch with recent developments in media research	23%	27%	24%	5%	2%	4%
96. Suggest related materials, ideas and resource people for classroom units and provide materials for extracurricular activities	24%	36%	23%	9%	2%	2%
97. Promote the use of ITV (instructional television)	1%	5%	14%	14%	46%	11%
98. Promote the use of film	11%	27%	20%	14%	19%	3%
I can teach others to operate the following equipment:					YES ¹	NO ²
99. 16mm projector					79%	14%
100. filmstrip projector					91%	5%
101. tape recorder					92%	4%
102. slide projection equipment					85%	9%
103. still camera					49%	35%
104. transparency maker					60%	29%
105. 8mm or super 8 projector					57%	30%
106. dark room facilities					10%	67%
107. video camera					28%	53%
108. cassette video recorder					35%	49%
109. reel to reel video recorder					33%	49%

Describe your staff:

110. Library Media Specialist #1—your title _____

Check all of the following that apply to you:

111. Master's degree	15%
112. Library endorsement	78%
113. 9 or more credits in Library Science	70%
114. Graduate <u>49%</u>	115. Undergraduate <u>39%</u>
116. 8 or fewer credits in Library Science	5%
117. Graduate <u>3%</u>	118. Undergraduate <u>5%</u>
119. Bachelor's degree	86%
120. At least 9 credits or 3 years experience in non-print resources (film, television, media production, equipment)	40%
121. Volunteer.....	2%
122. Paid aide or paraprofessional	13%
123. 0-3 years classroom teaching experience	37%
124. 4 or more years teaching experience	51%
125. Other responsibilities: _____	28%

126. How many other professional staff members work in your library?

1. None 67% 2. One 22% 3. Two 3% 4. Three 1% 5. Four 0%

127. How many clerical or paraprofessional staff members work in your library?

1. None 47% 2. One 36% 3. Two 9% 4. Three 2% 5. Four 3%

YES¹ NO²

128. This school also has a person assigned to audio-visual equipment and materials

31% 63%

129. Our library uses student help

81% 17%

We reimburse them for helping in the library with:

130. credit	51%	9%
131. money	2%	14%
132. books.....	2%	13%
133. no rewards	16%	10%
134. other: _____	16%	6%

135. Do you think the state accreditation standards for school libraries should be changed?

26% 21%

136. If "Yes," in what way? _____

Other comments: _____

THANK YOU VERY MUCH!

The school librarians' comments, on both Question 136 and other questions, can best be summarized as follows:

- 1) Increase personnel requirements, especially for elementary, while de-emphasizing the quantitative standards.
- 2) A great deal of concern was expressed for the small school—i.e., children educated in the smaller schools should have equal opportunity for learning resources.

DISTRICT LIBRARY MEDIA SUPERVISORS

Twelve full-time, district-level library media supervisors were identified. All twelve were sent surveys and all twelve responded.

Because of the small size of the group, it should be noted that, when the responses are figured as percentages:

1 response = 8%	4 responses = 33%	7 responses = 58%	10 responses = 83%
2 responses = 17%	5 responses = 42%	8 responses = 67%	11 responses = 92%
3 responses = 25%	6 responses = 50%	9 responses = 75%	12 responses = 100%

OFFICE OF PUBLIC INSTRUCTION STATE CAPITOL HELENA, MONTANA

LIBRARY MEDIA STUDY: DISTRICT LIBRARY MEDIA SUPERVISORS

Name and title: _____

School district and city: _____

Please return this survey in the enclosed, stamped and addressed envelope by May 4. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name, your district and your city will not be used in any reports from this study.

Please answer only those questions that apply to you and your position.

Thank you very much for your help.

Professional associations of which I am a member.

1. Montana Library Association, School Library Media Division	67%
2. American Library Association	25%
3. Association for Educational Communications and Technology	50%
4. International Reading Association	8%
5. Other: _____	33%

	YES ¹	NO ²
6. The district's written philosophy includes a philosophy for the school library media program	75%	17%
7. There are written goals and objectives for the school library media centers in this district	75%	17%
8. I have a written plan or list of goals for library media improvement and upgrading	100%	
9. If "Yes" to #8, is the plan: short range (within the school year).....	75%	
10. long range (within 3-5 years).....	67%	
11. The district has a written selection policy for library materials, adopted by the school board	75%	17%
12. All students should be able to find information from a variety of sources in the library before they may graduate	58%	17%
13. Public library services other than bookmobile are used by the schools in a scheduled program. (Examples are interlibrary loan, films, long-term loans).....	25%	58%
14. The school district reimburses the public library for bookmobile or other library services.....	8%	58%

Please note which of the following are included in your responsibilities as a district library media supervisor.

	Always	Frequently	Occasionally	Seldom	Never	Should do
15. Confer with other administrators and/or school board concerning media operation, programs and budgets	50%	33%	17%			
16. Prepare the district budget for library media operations.....	67%	8%		8%	8%	
17. Participate in curriculum development and revision	8%	25%	25%	25%	8%	
18. Work with teachers in planning and providing library instruction		25%	42%			8%
19. Design learning materials for classroom use		50%	25%	8%	8%	
20. Help to develop and implement proposals for ESEA Title IV, Part B federal monies	67%	17%	8%		8%	
21. Conduct in-service for faculty.....	8%	42%	33%	8%	8%	
22. Instruct students in media skills	8%	8%	17%	42%	8%	
23. Maintain and repair equipment	25%	17%	8%	8%	33%	
24. Schedule and distribute both hardware and software.....	33%	33%	17%	8%	17%	
25. Duplicate educational materials	17%	33%	17%	8%	8%	
26. Serve teachers and students as a resource person	17%	50%	33%			
27. Produce graphic, photographic and audio instructional materials and displays	8%	42%	8%	8%	8%	
28. Provide storytelling experiences and/or introduce materials of special interest to class groups	8%		42%	8%	25%	
29. Offer mini-courses.....	8%		25%		42%	17%
30. Keep informed and in touch with recent developments in media research	67%	25%	8%			
31. Suggest related materials, ideas and resource people for classroom units and provide materials for extracurricular activities	17%	33%	42%			
32. Promote the use of ITV (instructional television).....	25%	8%	8%	33%	25%	
33. Promote the use of film	50%	25%	17%		8%	

Within each of the following four groups, number the subjects from 1 to 5, with #1 being your top priority for your own continuing education needs, and #5 being your lowest priority.

Group One

- 34. Development of program 67%
- 35. Management skills
- 36. Materials selection
- 37. Public relations 17%
- 38. Facilities design..... 8%

Group Two

- 39. Children's Literature..... 33%
- 40. Adolescent Literature
- 41. Educational film
- 42. Educational television
- 43. Teaching of reading

Group Three

- 44. Instructional materials design ... 8%
- 45. Teaching strategies
- 46. Assertiveness training..... 8%
- 47. Personal time management..... 33%
- 48. Budget preparation

Group Four

- 49. Media competency: operation of hardware
- 50. Media competency: maintenance & repair.... 8%
- 51. Federal programs relating to libraries
- 52. Cataloging and classification
- 53. Other: _____ 33%

Now rank your four first choices: #1 (34), #2 (37), #3 (-), #4 (-).

I have taken in-service workshops in library media related areas during the past three years at:

58. University of Montana	42%	65. College of Great Falls		
59. Montana State University	8%	66. Carroll College		17%
60. Eastern Montana College	25%	67. Flathead Valley Community College		
61. Western Montana College.....	8%	68. Dawson Community College		
62. Northern Montana College	8%	69. Miles Community College.....		
63. Rocky Mountain College		70. Out-of-state		17%
64. Montana College of Mineral Science and Technology		Where: _____		

I can teach others to operate the following equipment:

	YES ¹	NO ²
71. 16mm projector	92%	
72. filmstrip projector	92%	
73. tape recorder.....	92%	
74. slide projection equipment	92%	
75. still camera	58%	25%
76. transparency maker	75%	8%
77. 8mm or super 8 projector	75%	8%
78. dark room facilities	42%	42%
79. video camera.....	67%	25%
80. cassette video recorder	58%	17%
81. reel to reel video recorder.....	67%	17%

Describe the district's library media staff:

82. Your title: _____

Check all of the following that apply to you:

83. Master's degree					67%
84. Library endorsement					50%
85. 9 or more credits in Library Science					67%
86. Graduate _____	87. Undergraduate _____				
88. 8 or fewer credits in Library Science					8%
89. Graduate _____	90. Undergraduate _____				
91. At least 9 credits or 3 years experience in non-print resources (film, television, media production, equipment).....					83%
92. 0-3 years classroom teaching experience.....					25%
93. 4 or more years teaching experience.....					83%
94. Other responsibilities _____					

95. How many other professional staff members work in your district office?

1. None 33% 2. One 33% 3. Two 0% 4. Three 8% 5. Four or more 0%

96. How many clerical or paraprofessional staff members work in your district office?

1. None 17% 2. One 8% 3. Two 25% 4. Three 0% 5. Four or more 42%

YES¹ NO²

97. Instructional films are as important to learning as textbooks..... 50% 42%

98. The schools in this district use the State Audio-Visual (Film) Library

92% 8%

YES¹ NO² DON'T KNOW³

99. An efficient State A-V Library is a viable and necessary
part of education in Montana

100%

100. The State A-V Library is adequately meeting the film needs
of Montana educators

8% 58% 33%

How much will your district spend on films during the 1976-1977 school year:

<u>\$0</u>	<u>\$1-\$100</u>	<u>\$101-\$500</u>	<u>\$501-\$1000</u>	<u>More than \$1000</u>
------------	------------------	--------------------	---------------------	-------------------------

101. from the State A-V Library	<u>8%</u>	<u>17%</u>	<u>8%</u>	<u>50%</u>
102. from another source	<u>17%</u>	<u>17%</u>	<u>17%</u>	<u>33%</u>

How much do you expect your district to spend on films during the 1977-78 school year:

	\$0	\$1-\$100	\$101-\$500	\$501-\$1000	More than \$1000
--	-----	-----------	-------------	--------------	------------------

103. from the State A-V Library			17%	8%	50%
104. from another source		17%	17%	17%	33%

105. If the State A-V Library were to increase charges by means of a graduate scale (charging \$2 to \$6 per film, depending on its length), would your district: (check only one)

- 1. increase its film budget to continue ordering the same number of films 25%
- 2. order fewer films to stay within the present budget 33%
- 3. order films from a source other than the State A-V Library 17%
- 4. order no films from any source 0%

YES¹ NO²

106. Have you used the 1976 supplement (blue cover) to the State A-V Library catalog? 75% 8%

107. Each catalog supplement costs the State \$2.50 just for printing. Would you be willing to pay for part of the cost of the catalog? 75% 17%

108. The State A-V Library should: (Check one)

- 1. be abolished 0%
- 2. maintain the present level of service 17%
- 3. improve the present level of service 75%

YES¹ NO² DON'T KNOW³

109. The State A-V Library should expand its service to include videotape 33% 42% 25%

110. All district media equipment is housed in a central location 8% 83%

Media equipment and software in the district media center:

YES¹ NO² HOW MANY³

- 111. 16mm projector 75%
- 112. 16mm films 58% 17%
- 113. filmstrip projection equipment 67% 8%
- 114. slide projection equipment 75%
- 115. overhead projectors 75%
- 116. 8mm or super 8 camera 58% 8%
- 117. 8mm or super 8 projector 58% 8%
- 118. 8mm film loops 50% 17%
- 119. still camera 67%
- 120. tape recorders 75%
- 121. dry mount press 58% 8%
- 122. thermal transparency maker 75%
- 123. photo copier 50% 17%
- 124. opaque projector 25% 42%
- 125. dark room facilities 42% 25%

Video equipment

- 126. ½ inch black & white recorder 50% 17%
- 127. ½ inch color recorder 33%
- 128. ¾ inch cassette recorder 17% 25%
- 129. 1 inch black & white recorder 33%
- 130. portable black & white camera 42% 25%
- 131. portable color camera 33%
- 132. studio black & white camera 17% 25%
- 133. studio color camera 33%
- 134. black & white television receiver 50% 17%
- 135. color television receiver 17% 17%
- 136. black & white television receiver/monitor 42% 17%
- 137. color television receiver/monitor 8% 25%

138. film chain (transfers film onto videotape)	8%	25%
139. television production studio.....	8%	25%
140. Microfilm or microfiche equipment	25%	17%
	YES ¹	NO ²
141. Do you think the present accreditation standards for libraries need to be changed?	50%	33%
142. If "Yes," in what way? _____		

THANK YOU VERY MUCH!

DISTRICT SUPERINTENDENTS

192 surveys mailed

132 surveys returned

69% returned

66% or 127 needed for statistical validity

Response to this survey was sufficient to allow data to be extrapolated to apply to all school districts in Montana.

OFFICE OF PUBLIC INSTRUCTION STATE CAPITOL HELENA, MONTANA

LIBRARY MEDIA STUDY: DISTRICT SUPERINTENDENTS

Name: _____ School District: _____

Please return this survey in the enclosed, stamped and addressed envelope by **April 26**. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name and your school will not be used in any reports on this study. Thank you very much for your help.

Check the box in this grid that best describes your school district:

	First class	Second class	Third class
Elementary district	1	2	3
Secondary district	4	5	6
Both elementary & secondary	7	8	9

1% of the surveys returned were from Group 1 (Elementary, first class) districts.

8% of the surveys returned were from Group 2 (Elementary, second class) districts.

2% of the surveys returned were from Group 3 (Elementary, third class) districts.

1% of the surveys returned were from Group 4 (Secondary, first class) districts.

2% of the surveys returned were from Group 5 (Secondary, second class) districts.

0 surveys were returned from Group 6 (Secondary, third class) districts.

11% of the surveys returned were from Group 7 (Both levels, first class) districts.

45% of the surveys returned were from Group 8 (Both levels, second class) districts.

30% of the surveys returned were from Group 9 (Both levels, third class) districts.

This school district has staff in the following (or comparable) positions:

1. District library supervisor 42% (Name: _____)
2. District media supervisor 19% (Name: _____)
3. District library-media supervisor 42% (Name: _____)
4. Audio-visual technician
5. District film library

(At the present, OPI has no directory or listing of district-level library and/or media supervisors. Please give their names if you have such staff people.)

		YES ¹	NO ²
6.	A good school library is essential for a basic education	98%	
	A good school library should have:		
7.	professional, well-trained staff (full or part-time)	95%	
8.	a balanced collection of fiction and non-fiction.....	96%	
9.	a collection of media other than books, e.g., cameras, projectors, television, filmstrips, tapes, etc.	92%	
	A school library should:		
10.	be a library media center, housing print and non-print materials	92%	5%
11.	contain only books, magazines and other print materials	10%	83%
12.	be open to the public	61%	29%
13.	serve as a center for instructional leadership	86%	8%
14.	serve as a center for developing life-long learning habits	90%	5%
15.	have a comfortable, relaxed area for leisure reading	91%	5%
16.	be a place where students can do all research necessary for class assignments	88%	10%
17.	encourage learning from media other than books or magazines	94%	2%
18.	contain ample amounts of current fiction to encourage leisure reading	98%	0%
19.	be open to students during the evenings of school days	52%	37%
20.	have a collection of professional literature for teachers and administrators	85%	13%
	A school librarian should:		
21.	support and reinforce the instructional efforts of the classroom teacher	98%	
22.	encourage recreational reading for students	98%	
23.	insist that all students know how to find information in a library before they graduate	89%	8%

More important than

Equally important as			
Less important than			
			A good school library is (more, equally, less important than):
43%	49%	4%	24. a hot lunch program.
44%	52%	1%	25. a career education program.
57%	39%	1%	26. a successful athletic program.
14%	52%	31%	27. innovative teachers.
54%	40%	3%	28. attractive, modern school buildings.
21%	75%	1%	29. good physical education programs at all levels.
85%	10%	2%	30. carpeting in the classrooms.
89%	5%	3%	31. a nice faculty lounge.
56%	39%	2%	32. field trips.
18%	77%	2%	33. a good counseling program.
34%	58%	5%	34. providing an extra challenge for gifted and talented students.
15%	80%	0%	35. good art and music programs.
69%	27%	1%	36. teachers with advanced degrees.
16%	69%	13%	37. up-to-date textbooks in the classrooms.

		YES ¹	NO ²
38.	In seeking to fill library positions at the professional level, our district has found that qualified school librarians are difficult to find	61%	30%
Criteria used in hiring professional school librarians—check all that apply:			
The candidate:			
39.	has had successful teaching experience.....	79%	16%
40.	holds a graduate degree in Library Science or a related field	58%	36%
41.	holds a graduate degree in any field	16%	73%
42.	has demonstrated the ability to work well with adults and children	96%	0%
43.	is knowledgeable about curriculum	90%	6%
44.	has a good sense of order.....	94%	1%
45.	has demonstrated competency in management skills.....	87%	8%
46.	is a disciplinarian.....	70%	17%
47.	is a well-read person	86%	8%
48.	knows how to catalog materials	95%	0%
49.	knows how to operate media equipment	83%	9%
50.	Other: _____	14%	
51.	Which one of the following three descriptions do you believe is most critical for a quality school library?		
1.	A well-stocked collection of print and non-print materials.....	36%	
2.	A school librarian whose colleagues consider her/him to be an educational leader and a competent teacher.....	44%	
3.	Facilities that are convenient, comfortable and attractive	8%	
52.	This district has written job descriptions for all library personnel	44%	52%
53.	This district has a written policy governing the selection of books and other materials	58%	39%
54.	School libraries should be carpeted	70%	20%
55.	Instructional films are as important to learning as textbooks	55%	37%
56.	Do you think the present accreditation standards for school libraries need to be changed?	26%	70%
57.	In what way? _____ _____ _____ _____ _____		

District superintendents' comments can best be summarized:

- 1) De-emphasize quantity and emphasize quality in library services.
- 2) Give consideration to the small schools.

THANK YOU VERY MUCH!

SCHOOL BOARD MEMBERS

488 surveys mailed

179 surveys returned

37% returned

69% or 339 needed for statistical validity

Response to this survey was too low to allow the responses to the questions to be extrapolated to apply to all School Board Members. When it became apparent that response from School Board Members was far lower than that of other groups surveyed, another letter was sent to those members surveyed who had not yet responded, urging them to do so immediately. This letter improved the return, but not enough for it to be considered statistically valid.

OFFICE OF PUBLIC INSTRUCTION STATE CAPITOL HELENA, MONTANA

LIBRARY MEDIA STUDY: SCHOOL BOARD MEMBERS

Name: _____ Town or City: _____

Please return this survey in the enclosed, stamped and addressed envelope by **April 26**. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name and your town will not be used in any reports from this study. Thank you very much for your help.

Check the box in this grid that best describes the district you represent:

	First class	Second class	Third class
Elementary district	1	2	3
Secondary district	4	5	6
Both elementary and secondary	7	8	9
An outlying elementary district on a high school board	10	11	12

2% of the responses came from Group 1 (Elementary, first class) board members.

6% of the responses came from Group 2 (Elementary, second class) board members.

22% of the responses came from Group 3 (Elementary, third class) board members.

1% of the responses came from Group 4 (Secondary, first class) board members.

6% of the responses came from Group 5 (Secondary, second class) board members.

2% of the responses came from Group 6 (Secondary, third class) board members.

13% of the responses came from Group 7 (Both levels, first class) board members.

26% of the responses came from Group 8 (Both levels, second class) board members.

16% of the responses came from Group 9 (Both levels, third class) board members.

1% of the responses came from Group 10 (representing an outlying elementary district on a first-class high school board) board members.

4% of the responses came from Group 11 (representing an outlying elementary district on a second-class high school board) board members.

1% of the responses came from Group 12 (representing an outlying elementary district on a third-class high school board) board members.

		YES ¹	NO ²	DOES NOT APPLY ³
1.	All or most of the elementary schools in my district have centralized libraries. (All materials for students are gathered and disseminated from one location)	56%	23%	21%
2.	Of all the school libraries in my district, I have visited:			
1.	all of them	68%		
2.	half or more.....	9%		
3.	fewer than half.....	6%		
4.	none of them.....	3%		
5.	doesn't apply	10%		
	I get my information about our school libraries from: (Check all that apply)			
3.	the district superintendent	52%		
4.	presentations by librarians or other teachers at school board meetings.....	44%		
5.	school principals	29%		
6.	parents	42%		
7.	students	42%		
8.	community contacts	11%		
9.	visiting school libraries	64%		
10.	talking to teachers.....	59%		
11.	reading the school district budget and other reports.....	28%		
12.	my own child(ren) in the schools	62%		
13.	This community has a public library.....	63%	34%	
14.	The schools have direct access to a bookmobile.....	36%	55%	
15.	Our school libraries use the public library for other than bookmobile. (Examples are interlibrary loan, films, long-term loans.).....	45%	35%	
16.	All our school library personnel have written job descriptions.....	39%	34%	
	A school library should:	YES ¹	NO ²	
17.	be an attractive, comfortable place.....	94%	1%	
18.	be a place that encourages students to read for fun	96%	1%	
19.	be a place where students learn to use the library	97%	0%	
20.	be a place where students can do all research necessary for class assignments	80%	15%	
21.	be a place for students to relax and meet friends	15%	74%	
22.	be kept whisper-quiet	50%	36%	
23.	be available to students before and after school and during lunch periods	82%	13%	
24.	encourage learning from media other than books and articles	85%	6%	
25.	be available to students only during assigned class periods	12%	80%	
26.	be open to students during weekends and holidays (Christmas, summer vacation)	29%	59%	
27.	be open during the evenings of school days	32%	56%	

		YES ¹	NO ²
28.	A good school library is essential for a basic education	88%	8%
	A good school library should have:		
29.	professional, well-trained staff (full or part-time)	80%	6%
30.	a balanced collection of fiction and non-fiction.....	88%	3%
31.	a collection of media other than books, for example: cameras, projectors, television, filmstrips, tapes, etc.....	70%	20%
32.	The total amount spent on the school library in this district is:		
1.	too much	1%	
2.	too little.....	27%	
3.	about right	65%	

More important than

Equally important as			A good school library is (more, equally, less important than):
			Less important than
43%	43%	8%	33. a hot lunch program.
35%	53%	3%	34. a career education program.
65%	25%	4%	35. a successful athletic program.
6%	55%	28%	36. innovative teachers
58%	33%	4%	37. attractive, modern school buildings.
22%	71%	2%	38. good physical education programs at all levels.
87%	6%	2%	39. carpeting in the classrooms.
85%	5%	6%	40. a nice faculty lounge.
51%	41%	3%	41. field trips.
13%	77%	5%	42. a good counseling program.
25%	62%	6%	43. providing an extra challenge for gifted and talented students.
21%	72%	1%	44. good art and music programs.
65%	23%	4%	45. teachers with advanced degrees.
6%	66%	22%	46. up-to-date textbooks in the classrooms.

	YES ¹	NO ²
47.	This district has a written policy, adopted by the school board, governing the selection of books and other materials for the school libraries	41% 51%
48.	(If "Yes" to #47) The policy includes a process for questioning or protesting a library selection	34% 11%
49.	We have had to remove a book from the school library during the past two years because it was decided to be inappropriate for school use	11% 78%

Title: _____

Those involved in establishing board policy for the selection of library materials include:

50. the school board	65%
51. the superintendent or administrative staff	68%
52. the district library supervisor	29%
53. school principals	49%
54. school librarians.....	63%
55. classroom teachers	67%

	YES ¹	NO ²
56. District library policy is reviewed at least once a year and changed when necessary	33%	49%
57. Do you think the present accreditation standards for school libraries need to be changed?	14%	60%
58. If "Yes," in what way? _____ _____ _____ _____		

THANK YOU VERY MUCH!

Summary of School Board Members' comments:

- 1) Hold the line on costs.
- 2) A great deal of concern for services received by small schools.

COUNTY SUPERINTENDENTS

56 surveys mailed

50 surveys returned

90% returned

90% or 50 surveys needed for statistical validity.

A high response was needed from this small group. At one point, all county superintendents who had not responded were telephoned and asked to complete their surveys. Thus, the necessary return was achieved.

OFFICE OF PUBLIC INSTRUCTION STATE CAPITOL HELENA, MONTANA

LIBRARY MEDIA STUDY: COUNTY SUPERINTENDENTS

Name: _____ County: _____

Please return this survey in the enclosed, stamped and addressed envelope by **April 26**. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name and your county will not be used in any reports from this study.

Thank you very much for your help.

	YES ¹	NO ²
1. A good school library is essential for a basic education	94%	4%
A good school library should have:		
2. professional, well-trained staff (full or part-time)	68%	20%
3. a balanced collection of fiction and non-fiction	98%	2%
4. a collection of media other than books; for example, cameras, projectors, television, filmstrips, tapes, etc.	92%	2%
5. How many of the districts in your county that do not have district superintendents provide professional library staff? Professional library staff means a person with nine credits in Library Science at the elementary level and a Library Science endorsement at the secondary level.		
1. None	72%	
2. 1-3 districts	12%	
3. 4-6 districts	6%	
4. 7-9 districts	0%	
5. More than 9.....	2%	
6. What proportion of those districts (answer to #5) does that number represent?		
1. None of them	30%	
2. Fewer than half	20%	
3. Half or more	16%	
4. All of the districts that do not have district superintendents provide professional library staff	14%	
The schools in your county would benefit greatly from:	YES ¹	NO ²
7. a qualified professional librarian who would serve as a supervisor of library services for all rural schools	40%	42%
8. a cooperative media center (films, filmstrips, tape recorders, educational games) serving all schools in the county—especially rural schools	66%	14%

9. Financial support is possible in your county for a qualified professional librarian who would serve as a supervisor of library services for all rural schools (#7 above).....	2%	82%
10. Financial support is possible in your county for a cooperative media center serving all schools in the county—especially rural schools (#8 above).....	6%	70%
11. If a school is too small for a centralized library, individual classroom collections should be cataloged (a list of all the library books and other materials has been compiled and is available to all the teachers in the building)	72%	8%
12. Shared services between school districts and the public library are necessary to provide service for our children. (Examples of shared services are bookmobiles, interlibrary loan, long-term loan of small collections)	80%	6%
14. School districts should assume part of the cost for such shared services	64%	16%
15. Shared services between rural school districts and the public library should be considered as part of the collection for accreditation purposes	62%	20%
16. The rural schools in your county are already involved in cooperative library services.....	42%	42%
17. If "Yes," describe the services. _____		

18. Other comments: _____

THANK YOU VERY MUCH!

County Superintendents, as a whole, made too few comments for any valid conclusions to be drawn.

PUBLIC LIBRARIANS

118 surveys mailed

77 surveys returned

65% returned

80% or 94 needed for statistical validity.

Return on the Public Librarians' survey was not high enough for the responses to be considered statistically valid.

OFFICE OF PUBLIC INSTRUCTION STATE CAPITOL HELENA, MONTANA

LIBRARY MEDIA STUDY: PUBLIC LIBRARIANS

Head Librarian: _____ Library: _____

Please return this survey in the enclosed, stamped and addressed envelope by April 26. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name and library will not be used in any reports from this study. Thank you for your help.

Number of volumes in your library

1. 0-5,000	39%	4. 50,000-150,000	6%
2. 5,000-25,000	38%	5. More than 150,000	3%
3. 25,000-50,000	12%		

The public library provides the following services to the public school(s).

1. Interlibrary loan for students 81%
2. Interlibrary loan for teachers 78%
3. Bookmobile 25%
4. Storytelling 31%
5. Long-term loan of collections 34%
6. Tours and field trips 26%
7. Film loans 45%
8. Displays 29%
9. Other 12%

	YES ¹	NO ²
10. The library has a special section set aside for student use	55%	38%
11. The children and students who use the public library are independent users.....	88%	3%
12. We teach students how to use the card catalog	57%	32%
13. We inform the schools about children's activities scheduled at the public library	45%	38%
14. The school district contracts with the public library for services	6%	78%
15. The school district reimburses the public library for contracted services	3%	78%

		YES¹	NO²
I meet to discuss school/public library cooperation with:			
16. the local school board		4%	66%
17. the district superintendent		9%	64%
18. the school principal(s).....		22%	55%
19. teachers		40%	43%
20. the school librarian(s).....		43%	34%
21. have never discussed school/library cooperation with anyone from the schools		17%	38%
22. I meet with the school librarian(s) to discuss common needs:			
1. once a year	6%		
2. twice a year	1%		
3. every month	1%		
4. every week.....	4%		
5. never	27%		
6. infrequently or irregularly, but at least once a year	38%		
23. I meet with the school librarian to discuss the coordination of collections in order to avoid unnecessary duplication		18%	62%
24. The public library buys materials that directly coordinate with school assignments		29%	51%
25. I believe that I am being asked to take on responsibilities that legitimately belong to the schools		13%	61%

THANK YOU VERY MUCH!

Public librarians voiced a strong plea for more cooperation between schools and public libraries. Public librarians feel that the communities of Montana would have much to gain from cooperative efforts.

TEACHERS

2156 surveys mailed

1157 surveys returned

54% returned

18% or 400 needed for statistical validity

Response to this survey was sufficient to allow data to be extrapolated to apply to teachers statewide.

OFFICE OF PUBLIC INSTRUCTION STATE CAPITOL HELENA, MONTANA

LIBRARY MEDIA STUDY: TEACHERS

Name: _____ School: _____ Town: _____

Please return this survey in the enclosed, stamped and addressed envelope by **April 26**. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name, town and school will not be used in any reports from this study. Thank you very much for your help.

By marking the appropriate box in this grid, indicate the level you teach and the size of the school.

<i>Elementary (K-8 or any combination)</i>	1-50	51-100	101-349	350 or more students
<i>Junior High or High School</i>	1-100	101-300	301-499	500 or more students

(For secondary teachers) Major subject area: _____

4% of the surveys returned were from Group 1 (Elementary, 1-50 students) schools.

3% of the surveys returned were from Group 2 (Elementary, 51-100 students) schools.

16% of the surveys returned were from Group 3 (Elementary, 101-349 students) schools.

13% of the surveys returned were from Group 4 (Elementary, 350 or more students) schools.

9% of the surveys returned were from Group 5 (Jr.-Sr. High, 1-100 students) schools.

15% of the surveys returned were from Group 6 (Jr.-Sr. High, 101-300 students) schools.

7% of the surveys returned were from Group 7 (Jr.-Sr. High, 301-499 students) schools.

30% of the surveys returned were from Group 8 (Jr.-Sr. High, 500 or more students) schools.

Secondary level teachers were also processed according to the subject they teach. Of the 706 secondary teachers responding:

20% teach English or drama

11% teach History, Social Science, Economics or Political Science

4% teach Special Education

8% teach Physical Education and Health

12% teach Mathematics

12% teach Science

6% teach Business Education

4% teach Industrial Arts, Distributive Education or Trade and Industry

2% teach a Foreign Language

8% teach Music

4% teach Art

Check the appropriate description(s) of Library Media Service in your school.

1. Combined Library Media Center, i.e., the center includes print and non-print materials and equipment 68%
2. Library Media Center houses print and non-print materials, but no equipment 17%
3. Equipment is housed separately or in classrooms 35%
4. The Library Media Center includes only print materials 10%
5. We have a district media center which houses: equipment 28%
6. non-print materials 26%
7. production facilities 24%
8. Our school has no centralized library 6%
9. Our school has no one assigned to the library 5%
10. We have classroom collections 27%

	Always	Frequently	Occasionally	Seldom	Never	Not Applicable
11. The librarian keeps me informed of materials relevant to my teaching	27%	27%	22%	8%	7%	6%
12. I seek out new information or materials from the library myself	10%	37%	39%	8%	1%	2%
13. The school library has adequate materials to supplement my class	15%	38%	23%	13%	2%	6%
14. I am familiar enough with the library to be able to use it without assistance	39%	43%	10%	2%	0%	3%
15. I use the school librarian as a resource person.....	9%	30%	29%	14%	5%	6%
16. Assistance is available when I need help in locating materials	64%	19%	8%	2%	1%	4%
17. I use printed instructional materials (books, magazines, newspapers) from the library in my classes	10%	33%	32%	15%	4%	4%
18. I use non-print instructional materials (films, filmstrips, slides, television) in my classes	12%	37%	31%	9%	5%	3%
19. Inadequate library staffing prevents my fullest use of the library	4%	5%	8%	19%	39%	20%
20. Inadequate space prevents my fullest use of the library.....	6%	9%	15%	15%	34%	15%
21. Teachers have the opportunity to participate in the selection of new library materials	35%	34%	16%	6%	3%	2%
22. I participate in the selection of new library materials	18%	28%	30%	11%	8%	3%
23. My requests for new materials are honored equally with other requests as budgetary limitations permit	45%	27%	10%	5%	2%	8%

		YES ¹	NO ²	DON'T KNOW ³
24.	The school maintains a collection of professional materials for teachers	67%	19%	12%
25.	The professional materials collection is up-to-date and relevant	51%	21%	21%
26.	The library staff offers in-service training for staff during the school year	16%	69%	10%
27.	The library is open at convenient times for teacher use	86%	9%	1%
28.	I teach my students how to find information in the library	47%	48%	
29.	I ask the librarian to teach library skills to my class	35%	47%	
30.	During my undergraduate teacher program, I learned how to teach children to use a library.....	34%	63%	
31.	During my undergraduate teacher program, I learned that a good school library is essential to good teaching	78%	19%	
32.	The person most responsible for teaching a child good library skills should be the:			
1.	teacher	33%		
2.	librarian	41%		
3.	parent	2%		

		YES ¹	NO ²
A school library should:			
33.	be a library media center, housing print and non-print materials	92%	5%
34.	contain only books, magazines and other print materials	7%	83%
35.	be open to the public	40%	51%
36.	have a comfortable reading area for leisure reading	94%	3%
37.	serve as a center for developing life-long learning habits	96%	2%
38.	serve as a center for instructional leadership	82%	12%

		YES ¹	NO ²
A school librarian should.			
39.	support and reinforce the instructional efforts of the classroom teacher	98%	
40.	encourage recreational reading for students	97%	1%
41.	insist that all students know how to find information in a library before they may graduate	67%	26%
42.	maintain quiet and order in the library at all times	73%	19%
43.	have successful classroom experience	68%	26%
44.	Instructional films are as important to learning as textbooks	80%	16%
45.	I use films from the State Audio-Visual (Film) Library	66%	31%
46.	I use films from another source	71%	25%
47.	I am able to use the 1976 Supplement (blue cover) to the State A-V Library Catalog	69%	20%

		YES ¹	NO ²	DON'T KNOW ³
48.	I think the State A-V Library is adequately meeting the film needs of Montana educators	20%	38%	36%
49.	An efficient State A-V Library is a viable and necessary part of education in Montana	81%	2%	13%
MOST OF THE TIME, films from the State A-V Library:				
50.	are on time	51%	17%	25%
51.	are in good condition	43%	25%	22%
52.	are received as confirmed	45%	20%	26%
53.	are up-to-date	25%	40%	23%
54.	are helpful in my teaching	61%	8%	21%
55.	contain misinformation	8%	53%	27%
56.	are described and indexed accurately in the catalog	60%	5%	25%
57.	The State A-V Library should expand its service to include videotape	47%	10%	33%

58. The State A-V Library should (Check one)

- | | | |
|----|--|-----|
| 1. | be abolished | 1% |
| 2. | maintain the present level of service..... | 16% |
| 3. | improve the present level of service..... | 70% |

Please check the appropriate responses to the following items:

59. Your current degree and educational status:

- | | | |
|----|-------------------|-----|
| 1. | Ph.D or Ed.D | 1% |
| 2. | Master's degree | 25% |
| 3. | Bachelor's degree | 12% |

60. Years of teaching experience: 16 or more ... 22% ¹
9-15 22% ²

60. Years of teaching experience: 16 or more ... 22% ¹
9-15 22% ²
4-8 32% ³
1-3 23% ⁴

Credits in Library Science:	Graduate	Undergraduate
30 or more	0% ⁶¹	1% ⁶⁵
18-29	0% ⁶²	0% ⁶⁶
9-17	1% ⁶³	3% ⁶⁷
8 or fewer	31% ⁶⁴	71% ⁶⁸

THANK YOU VERY MUCH!

JUNIOR HIGH/SENIOR HIGH STUDENTS

1053 surveys mailed

556 surveys returned

53% returned

52% or 550 needed for statistical validity

Response to this survey was sufficient to allow the answers to the questions to be applied statewide.

6% of the surveys returned were from Group 5 (Jr.-Sr. High, 1-100 students) schools.

15% of the surveys returned were from Group 6 (Jr.-Sr. High, 101-300 students) schools.

12% of the surveys returned were from Group 7 (Jr.-Sr. High, 301-499 students) schools.

56% of the surveys returned were from Group 8 (Jr.-Sr. High, 500 or more students) schools.

OFFICE OF PUBLIC INSTRUCTION STATE CAPITOL HELENA, MONTANA

LIBRARY MEDIA SURVEY: JUNIOR HIGH/SENIOR HIGH STUDENTS

Please place an X or check-mark in the appropriate space. Thank you for your help.

	Always	Frequently	Occasionally	Seldom	Never
1. I use the school library	10%	35%	37%	16%	1%
2. I may use the library any time my class schedule permits	33%	22%	25%	12%	4%
3. Our library is too noisy	4%	10%	23%	38%	24%
4. Our library is too crowded	4%	14%	28%	37%	16%
5. I need a library pass in order to use the school library	31%	12%	11%	10%	33%
6. I can find books or articles I need in the library	25%	49%	17%	5%	2%
7. I use the school library for research	19%	35%	29%	12%	4%
8. I can find records, filmstrips and tapes I need in the school library	13%	21%	22%	18%	23%
9. Someone is available to help me find what I need in the library	56%	26%	11%	5%	1%
10. The library is a pleasant and comfortable place to work	38%	34%	20%	5%	2%
11. I use the library to obtain materials for class assignments	12%	37%	33%	13%	5%
12. I use the library for leisure and fun reading	10%	29%	31%	19%	10%
13. I use the library to read magazines	9%	27%	27%	23%	21%
14. I use the library to borrow books	18%	30%	32%	17%	4%
15. I use the library to read the newspapers	7%	13%	18%	26%	36%
16. I use the library to watch filmstrips	0%	2%	8%	20%	70%
17. I use the library to listen to music	1%	3%	5%	13%	77%
18. I use the library as a place to visit with my friends	6%	14%	25%	26%	26%
19. Students are allowed to take home materials other than books from the library	15%	19%	26%	19%	18%
20. Students may suggest new materials for the library	24%	15%	28%	18%	12%
21. Students are allowed to use school supplies and equipment to make audio-visual materials for school assignments (either alone or with supervision)	16%	21%	22%	17%	19%

	Always	Frequently	Occasionally	Seldom	Never
The equipment that students are allowed to use includes:					
22. record players	23%	15%	16%	14%	28%
23. filmstrip projection equipment	28%	15%	17%	12%	23%
24. audio recording equipment	17%	16%	17%	14%	31%
25. microfilm and microfiche equipment	15%	9%	11%	13%	44%
26. slide projection equipment	18%	13%	18%	15%	31%
27. still camera	4%	5%	12%	17%	54%
28. super 8 camera and projection equipment	5%	3%	10%	16%	58%
29. television camera and recorder	4%	3%	9%	16%	60%
30. I am assigned to watch television programs for my classes	0%	3%	21%	34%	41%
31. Films are used as part of my classroom instruction	6%	31%	40%	17%	5%
32. I learn something from the films I see in class	23%	36%	29%	9%	2%
33. The films that we see in class are interesting and up-to-date	6%	22%	44%	21%	5%
34. Students are informed when new materials are added to the library or media center	15%	15%	22%	24%	22%

YES¹ **NO²**

35. My community has a public library. 94% 5%
36. I prefer to use the public library for my information needs 20% 21% 30% 15% 8%

THANK YOU VERY MUCH!

ELEMENTARY STUDENTS

1020 surveys mailed

426 surveys returned

42% returned

73% or 750 needed for statistical validity.

Response from Elementary Students was not sufficient to allow data to be extrapolated to all students.

15% of the surveys returned were from Group 1 (Elementary, 1-50 students) schools.

7% of the surveys returned were from Group 2 (Elementary, 51-100 students) schools.

37% of the surveys returned were from Group 3 (Elementary, 101-349 students) schools.

33% of the surveys returned were from Group 4 (Elementary, 350 or more students) schools.

OFFICE OF PUBLIC INSTRUCTION STATE CAPITOL HELENA, MONTANA

LIBRARY MEDIA SURVEY: ELEMENTARY STUDENTS

Please place an X or check mark in the "Yes" space or "No" space following each question. Thank you for your help.

	YES ¹	NO ²
1. We have a library in our school.....	90%	9%
2. We do not have a library in our school, all our library books are in our classroom.....	11%	86%
3. I may use the library every day, if I wish	65%	34%
4. I like to use the library	96%	3%
In our library, we may use:		
5. books	99%	0%
6. magazines	92%	5%
7. newspapers	43%	51%
8. filmstrips	56%	39%
9. records	44%	52%
10. films	38%	56%
11. listening stations	31%	62%
12. I can get help when I cannot find what I need in the library	94%	5%
13. I use books from the library to help me in my work	80%	19%
14. I use the library to read for fun	88%	11%
15. My teacher sometimes asks me to watch certain television programs.....	43%	55%
16. My teacher shows movies during class.....	88%	10%
17. I learn something from most of the movies we watch watch in class.....	91%	7%
18. Our librarian helps us use the school library.....	83%	16%
19. A bookmobile comes to our school	24%	73%
20. I like to read	94%	4%

THANK YOU VERY MUCH!

PARENTS

1302 surveys mailed

629 surveys returned

48% returned

No "Parent List" exists, so it is very difficult to determine exactly how many parents of public school children there may be in Montana. After the sampling group was decided and the surveys mailed, further research indicated that a return of some 1600 Parent surveys was probably necessary for statistical validity. Since 1302 surveys were mailed, statistical validity was not achieved.

10% of the surveys returned were from Group 1 (Elementary, 1-50 students) schools.

14% of the surveys returned were from Group 2 (Elementary, 51-100 students) schools.

35% of the surveys returned were from Group 3 (Elementary, 101-349 students) schools.

20% of the surveys returned were from Group 4 (Elementary, 350 or more students) schools.

5% of the surveys returned were from Group 5 (Jr.-Sr. High, 1-100 students) schools.

5% of the surveys returned were from Group 6 (Jr.-Sr. High, 101-300 students) schools.

2% of the surveys returned were from Group 7 (Jr.-Sr. High, 301-499 students) schools.

5% of the surveys returned were from Group 8 (Jr.-Sr. High, 500 or more students) schools.

OFFICE OF PUBLIC INSTRUCTION STATE CAPITOL HELENA, MONTANA

LIBRARY MEDIA STUDY: PARENTS

Please return this survey in the enclosed, stamped and addressed envelope by **April 30**. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your town and your child's school will not be used in any reports from this study.

Thank you very much for your help.

When answering these questions, consider the youngest child you have attending public school in grades 1-12. That child's level: Elementary: _____ Junior High or High School: _____

Child's school: _____

Town: _____

	YES ¹	NO ²	DON'T KNOW ³
1. Does your child's school have a centralized library; that is, a room set aside for library materials?	83%	14%	1%
2. Is there a collection of library books in each classroom?	59%	28%	10%
3. Does your child's school use a bookmobile?	15%	74%	7%
4. Do you use a public library or bookmobile?	73%	24%	1%
5. Does your child know how to use a library?	86%	8%	4%

Please answer the following questions—Frequently, Occasionally, Never or Don't Know by checking the appropriate box.

Does your child:

	Frequently	Occasionally	Never	Don't Know
6. use the school library?	70%	24%	2%	0%
7. bring library books home from school?	63%	31%	5%	0%
8. use a public library or bookmobile?	35%	43%	19%	1%

	Frequently	Occasionally	Never	Don't Know
9. enjoy reading for recreation?	65%	32%	2%	0%
10. enjoy using the school library?	63%	27%	3%	4%
11. do research in the school library?	34%	36%	15%	11%
12. use the school library on weekends or in the evening?	1%	40%	90%	2%
	YES ¹	NO ²	DON'T KNOW ³	
How could your child's school library be improved?				
13. More non-fiction books (factual material)	41%	19%	29%	
14. More fiction	33%	27%	29%	
15. More subscriptions to newspapers and magazines	31%	31%	25%	
16. Stricter discipline in the library	13%	52%	21%	
17. More relaxed atmosphere	19%	48%	18%	
18. A more helpful librarian.....	16%	53%	16%	
19. Teach students more about using the library	35%	39%	13%	
20. Be open longer hours	25%	47%	15%	
21. Let students spend more class time in the library	36%	30%	19%	
22. Use more non-print media, such as filmstrips, films, videotape, educational games	39%	28%	19%	
23. More library staff	27%	36%	16%	
24. No improvements are needed; the library is fine as it is	27%	36%	16%	
25. Would you be willing to spend more in taxes, if necessary to bring about any of the above-mentioned (#13-#23) improvements?	41%	29%	17%	
	YES ¹	NO ²	DON'T KNOW ³	
A school library should:				
26. encourage students to read for recreation and fun	98%	1%	0%	
27. be an attractive comfortable place	95%	2%	1%	
28. be a place where students are taught to use the library	95%	2%	1%	
29. be a place where students can do all research necessary for school assignments	84%	12%	3%	
30. be available to students only during assigned class periods	13%	78%	6%	
31. be open to students before and after school and during lunch periods	82%	11%	4%	
32. be open to students during the weekends and holidays (summer vacation, Christmas)	30%	54%	11%	
33. be open in the evenings on school days	35%	50%	11%	
34. A good school library is essential for a basic education	95%	1%	1%	
A good school library should have:				
35. professional, well-trained staff (full or part time)	82%	7%	6%	
36. a balanced collection of fiction and factual materials	96%	1%	2%	
37. a collection of media other than books; for example: cameras, projectors, television	60%	24%	12%	

Because television is often considered a learning resource, the following questions are also relevant to a Library Media Study

		YES ¹	NO ²	DON'T KNOW ³
38.	My child is occasionally assigned to watch television programs for school	41%	54%	2%
39.	Due to the effect of television, my child is more knowledgeable than I was at that age	76%	13%	7%
40.	I think my child watches too much television	47%	47%	2%
41.	I allow my child to watch only certain television programs	62%	31%	1%
42.	The effect that television has on my child is, for the most part, good <u>69%</u> bad <u>16%</u>			
43.	It should be the responsibility of the schools to teach children to be discriminating television viewers	10%	80%	4%
44.	We get good television reception in our home	60%	11%	1%
We watch:				
45.	Montana television stations	85%	7%	0%
46.	North Dakota television stations	12%	54%	0%
47.	Canadian television stations	23%	45%	0%
48.	Utah television stations	17%	50%	1%
49.	Colorado television stations	12%	54%	0%
50.	Washington television stations	17%	52%	0%
51.	Educational (PBS) television station	19%	48%	1%

THANK YOU VERY MUCH!

CHAPTER 6

REPEATED QUESTIONS

Many questions were repeated on different surveys, to see how different groups would respond to the same question.

Many of these repeated questions and the answers for each group are presented in the following pages.

One group's perception of what a facility should be, or what its duties are, can thereby be compared with other groups' perceptions of the same things. The total response, by per cent, has been filled in for each question presented.

ESSENTIALS OF A SCHOOL LIBRARY

<i>School Board Members</i>	YES¹	NO²	
28. A good school library is essential for a basic education	88%	8%	
A good school library should have:			
29. professional, well-trained staff (full or part-time)	80%	6%	
30. a balanced collection of fiction and non-fiction.....	88%	3%	
31. a collection of media other than books, for example: cameras, projectors, television, film-strips, tapes, etc.	70%	20%	
<i>District Superintendents</i>	YES¹	NO²	
6. A good school library is essential for a basic education	98%	2%	
A good school library should have:			
7. professional, well-trained staff (full or part-time)	95%	3%	
8. a balanced collection of fiction and non-fiction.....	96%	2%	
9. a collection of media other than books, e.g., cameras, projectors, television, filmstrips,tapes, etc...	92%	3%	
<i>County Superintendents</i>	YES¹	NO²	
1. A good school library is essential for a basic education	94%	4%	
A good school library should have:			
2. professional, well-trained staff (full or part-time)	68%	20%	
3. A balanced collection of fiction and non-fiction	98%	2%	
4. a collection of media other than books; for example, cameras, projectors, television, filmstrips, tapes, etc.	92%	2%	
<i>Parents</i>	YES	NO	Don't Know
34. A good school library is essential for a basic education	95%	1%	1%
A good school library should have:			
35. professional, well-trained staff (full or part time)	82%	7%	6%
36. a balanced collection of fiction and factual materials	96%	1%	2%
37. a collection of media other than books; for example: cameras, projectors, television	60%	24%	12%

A SCHOOL LIBRARY SHOULD

<i>School Board Members</i>	YES¹	NO²
20. be a place where students can do all research necessary for class assignments.....	85%	13%
<i>District Superintendents</i>		
16. be a place where students can do all research necessary for class assignments	88%	10%
<i>Parents</i>		
29. be a place where students can do all research necessary for school assignments	84%	12%
		3%

A SCHOOL LIBRARY SHOULD:

School Board Members

23. be available to students before and after school and during lunch periods	82%	13%	
	YES¹	NO²	4%

Parents

31. be open to students before and after school and during lunch periods	82%	11%	
	YES¹	NO²	
26. be open to students during weekends and holidays (Christmas, summer vacation)	29%	59%	
32. be open to students during the weekends and holidays (summer vacation, Christmas)	30%	54%	11%

School Board Members

21. be a place for students to relax and meet friends	15%	74%	
22. be kept whisper-quiet	50%	36%	
	Always	Frequently	Occasionally
			Seldom
			Never

Junior High/Senior High Students

18. I use the library as a place to visit with my friends	6%	14%	25%	26%	26%
---	----	-----	-----	-----	-----

Teachers

A School Librarian should:	YES¹	NO²
42. maintain quiet and order in the library at all times	73%	19%

A SCHOOL LIBRARY SHOULD:

District Superintendents

10. be a library media center, housing print and non-print materials	92%	5%	
11. contain only books, magazines and other print materials	10%	83%	
12. be open to the public	61%	28%	
13. serve as a center for instructional leadership	86%	8%	
14. serve as a center for developing life-long learning habits	90%	5%	
15. have a comfortable, relaxed area for leisure reading	91%	5%	

Teachers

33. be a library media center, housing print and non-print materials	92%	5%	
34. contain only books, magazines and other print materials	7%	83%	
35. be open to the public	40%	51%	
36. have a comfortable reading area for leisure reading	94%	3%	
37. serve as a center for developing life-long learning habits	96%	2%	
38. serve as a center for instructional leadership	82%	12%	

School Board Members

17. be an attractive, comfortable place	94%	1%	
18. be a place that encourages students to read for fun	96%	1%	
19. be a place where students learn to use the library	97%	0	

Parents

26. encourage students to read for recreation and fun	98%	1%	0
27. be an attractive, comfortable place	95%	2%	1%
28. be a place where students are taught to use the library	95%	2%	1%

District Superintendents

18. contain ample amounts of current fiction to encourage leisure reading	92%	0
---	-----	---

School Board Members

24. encourage learning from media other than books and articles	85%	6%
---	-----	----

District Superintendents

17. encourage learning from media other than books or magazines	94%	2%
---	-----	----

SCHOOL LIBRARIANS

District Superintendents

A school librarian should:

	YES ¹	NO
21. support and reinforce the instructional efforts of the classroom teacher	98%	0
22. encourage recreational reading for students	98%	0

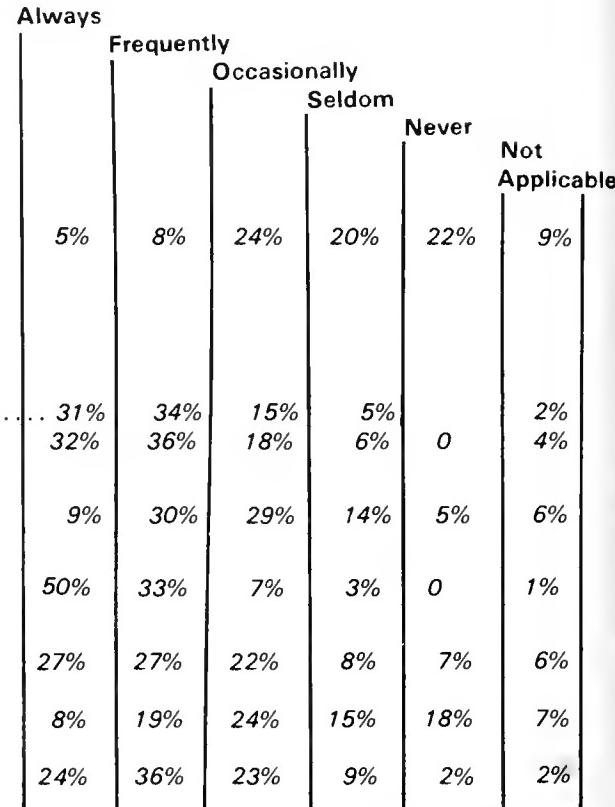
Teachers

A school librarian should:

39. support and reinforce the instructional efforts of the classroom teachers	98%	0
40. encourage recreational reading for students	97%	1%

Teachers

26. The library staff offers in-service training for staff during the school year	16%	69%
---	-----	-----



LIBRARY SKILLS

School Librarians

	YES ¹	NO ²	SHOULD DO ³
32. All students must know how to find information in the library before they may graduate	39%	36%	14%

District Superintendents

A school librarian should:

12. insist that all students know how to find information in a library before they graduate	86%	8%
--	-----	----

Teachers

A school librarian should:

41. insist that all students know how to find information in a library before they may graduate	67%	26%
---	-----	-----

District Library Media Supervisors

12. All students should be able to find information from a variety of sources in the library before they graduate	58%	7%
--	-----	----

Principals and Supervising Teachers

89. All students should be able to find information from a variety of sources in the library before they may graduate.....	76%	16%
---	-----	-----

LIBRARIAN QUALIFICATIONS

<i>Teachers</i>		YES ¹	NO ²
A school librarian should:			
43. have a successful classroom experience		68%	26%

District Superintendents

Criteria used in hiring professional school librarians—check all that apply:

The candidate:			
39. has had successful teaching experience		79%	16%

SELECTION POLICIES

<i>Principals</i>		YES ¹	NO ²
88. The school has a written policy for library materials, adopted by the school board		47%	45%

School Librarians

		Should do
16. The school has a written selection policy for library materials, adopted by the school board	59%	16%

District Library Media Supervisors

11. The district has a written selection policy for library materials, adopted by the school board	58%	39%
--	-----	-----

School Board Members

47. This district has a written policy, adopted by the school board, governing the selection of books and other materials for the school libraries	41%	51%
56. District policy is reviewed at least once a year and changed when necessary.....	33%	49%

District Superintendents

53. This district has a written policy governing the selection of books and other materials	58%	39%
---	-----	-----

PUBLIC LIBRARY COOPERATION

<i>Principals</i>			
93. Public library services other than bookmobile are used by the school in a scheduled program. (Examples are interlibrary loan, films, long-term loans)	50%	46%	
94. The school district reimburses the public library for bookmobile or other library services	9%	75%	

School Board Members

15. Our school libraries use the public library for other than bookmobile. Examples are interlibrary loan, films, long-term loans.)	45%	35%
---	-----	-----

District Library Media Supervisors

13. Public library services other than bookmobile are used by the schools in a scheduled program. (Examples are interlibrary loan, films, long-term loans)	25%	58%
14. The school district reimburses the public library for bookmobile or other library services	8%	58%

County Superintendents

Shared services between school districts and the public library are necessary to provide service for our children. (Examples of shared services are bookmobiles, interlibrary loan, long-term loan of small collections)	80%	6%
14. School districts should assume part of the cost for such shared services	64%	16%

Public Librarians

14. The school district contracts with the public library for services	6%	78%
15. The school district reimburses the public library for contracted services	3%	78%

STATE A-V LIBRARY

	YES ¹	NO ²	DON'T KNOW ³
<i>Principals</i>			
101. An efficient State A-V Library is a viable and necessary part of education in Montana	83%	2%	10%
102. The State A-V Library is adequately meeting the film needs of Montana educators	29%	34%	31%
<i>District Library Media Supervisors</i>			
99. An efficient State A-V Library is a viable and necessary part of education in Montana	100%	0	
100. The State A-V Library is adequately meeting the film needs of Montana educators	8%	58%	33%
<i>Teachers</i>			
48. I think the State A-V Library is adequately meeting the film needs of Montana educators	20%	38%	36%
49. An efficient State A-V Library is a viable and necessary part of education in Montana	81%	2%	13%
<hr/>			
<i>Principals</i>			
111. The State A-V Library should expand its service to include videotape	32%	22%	38%
<i>Teachers</i>			
57. The State A-V Library should expand its service to include videotape	47%	10%	33%
<i>District Library Media Supervisors</i>			
109. The State A-V Library should expand its service to include videotape	33%	42%	25%
<hr/>			
<i>Principals</i>			
110. The State A-V Library should: (check one)			
1. be abolished.....			1%
2. maintain the present level of service			22%
3. improve the present level of service			63%
<i>Teachers</i>			
58. The State A-V Library should (check one)			
1. be abolished			1%
2. maintain the present level of service			16%
3. improve the present level of service			70%
<i>District Library Media Supervisors</i>			
108. The State A-V Library should: (check one)			
1. be abolished.....			0
2. maintain the present level of service			17%
3. improve the present level of service			25%
<hr/>			
<i>Principals</i>			
99. Instructional films are as important to learning as textbooks.....	69%	23%	
<i>District Library Media Supervisors</i>			
97. Instructional films are as important to learning as textbooks	50%	42%	
<i>School Board Members</i>			
55. Instructional films are as important to learning as textbooks	55%	37%	
<i>Teachers</i>			
44. Instructional films are as important to learning as textbooks	80%	16%	
<i>District Library Media Supervisors</i>			
98. The schools in this district use the State Audio-Visual (Film) Library.....	92%	8%	
<i>Teachers</i>			
45. I use films from the State Audio-Visual (Film) Library)	66%	31%	
<i>Principals</i>			
100. Your school uses the State Audio-Visual Film Library	79%	16%	
<hr/>			
<i>Principals</i>			
108. Have you used the 1976 supplement (blue cover) to the State A-V Library Catalog?	73%	24%	
<i>District Library Media Supervisors</i>			
106. Have you used the 1976 supplement (blue cover) to the State A-V Library catalog?.....	75%	8%	
<i>Teachers</i>			
47. I am able to use the 1976 Supplement (blue cover) to the State A-V Library Catalog	69%	20%	

Appendix A
Outline for School Library Study

Appendix B
School Library Bill of Rights

Appendix C
GRAPH—Response to Surveys by Group

Appendix D
GRAPH—Response to Surveys by School Size and Level

Appendix E
GRAPH—Distribution of Students by Percentage in Large to Small Schools in Montana

Appendix F
GRAPH—Cost comparisons (Periodicals, Books, All Commodities)

Appendix G
Statewide Library Expenditures

Appendix H
Review of Compliance with Standards, 1976-1977

Appendix I
Description of College and University Programs

Appendix A

OUTLINE FOR SCHOOL LIBRARY STUDY

PURPOSE OF THE STUDY: The purpose of the study is to gather information which will contribute to:

1. Knowing the status of school library service and facilities in Montana.

At present, there is no comprehensive data as to the quantity or quality of school library service in Montana.

2. Developing Library Media Programs—

- a) at the state level (OPI).
- b) at the local level.

Possible issues needing exploration and decisions are:

- a) school/public library cooperation
- b) cooperative services to the small rural school.
- c) requests for Title IV monies for school library development. Also develop criteria for use of Title IV, Part B monies.
- d) identification of specific needs.

3. Assessing training needs for school librarians—

At present there are training programs for school librarians at each of the schools in the university system as well as in 2 of the private colleges. The programs need to be examined for uniformity, consistency and quality. Also, what programs do the Vo-Tech Centers offer for training library paraprofessionals?

Issues needing exploration and decisions:

- a) should OPI set up regional training centers aimed at providing on-the-job training especially for the smaller schools?
- b) recommendations for an educational program for professional and support staff in Library Media Programs.
- c) recommendations for certification of school library media personnel.

4. Making recommendations for accreditation standards which would ensure a quality library program in each Montana school.

Issues needing exploration and decision:

- a) what quantitative standards should be included?
- b) can qualitative standards be developed?

SCOPE OF THE STUDY: Given the above purposes, the study will include the gathering of data to assess:

1. The School Library Program:

A. Services

What services do teachers, students, community receive?

circulation of print materials—
non-print materials
equipment

Curriculum Development

Reference service

Training in library skill development (are students competent library users when they leave school?)

Program consistent with school philosophy and goals
What percentage of the school budget is allocated for library service?
What production services are available?
What videotape services are available?

B. Collection Holdings

Items available for student and teacher use—
where are they housed?
how are they selected?

C. Personnel

Who is responsible for the management of the school library—
how was the person trained?
what are the responsibilities of this person?

2. Public library services available to schools—
 - a) proximity of public library to school library
 - b) bookmobile service available
 - c) what cooperative efforts are taking place?
3. Training of school librarians in Montana—
 - a) where are the library training programs?
 - b) description of all training programs
 - c) have the library training programs developed a list of competencies expected of the students before credits are granted?
4. Outside resources available to schools for school library development (continuing education, association conferences).
5. The expectations of students, teachers, school administrators, school boards, and community toward library service.
6. What have other states already accomplished in this area?

STRUCTURE AND FUNCTION OF THE LIBRARY STUDY COMMITTEE

The Library Study Committee should be made up of lay and educational leaders-decision makers-change agents who are representative of the entire educational community.

The Committee should have representation from:

1. school administrator from a large and small school district
2. community/PTA
3. school boards
4. teachers
5. school library media personnel
6. public libraries/state library
7. teacher training.

The function of the Committee would be to:

1. Advise further on the purpose and scope of the study with suggestions for accomplishments.
2. Review the instruments developed for data collection and recommend changes or additions if needed.
3. Review collected data for purposes of assessing services offered.
4. Make recommendations to State Superintendent for accreditation standards.

5. Make recommendations to State Superintendent for program development.
6. Make recommendations for purposes of certification standards.

The Committee would meet four or five times—

1. For purpose of advising and responding to the proposed scope and purposes.
2. For purpose of orientation and reviewing instruments for data collecting.
3. Visits to selected school library sites.
4. For purpose of reviewing the collected data. (2 day meeting)
5. A. Review present standards for accreditation and recommend new standards in light of data collected.
B. Review data for purposes of making recommendations for program development (2-day meeting).

Appendix B
SCHOOL LIBRARY BILL OF RIGHTS
FOR SCHOOL LIBRARY MEDIA CENTER PROGRAMS¹

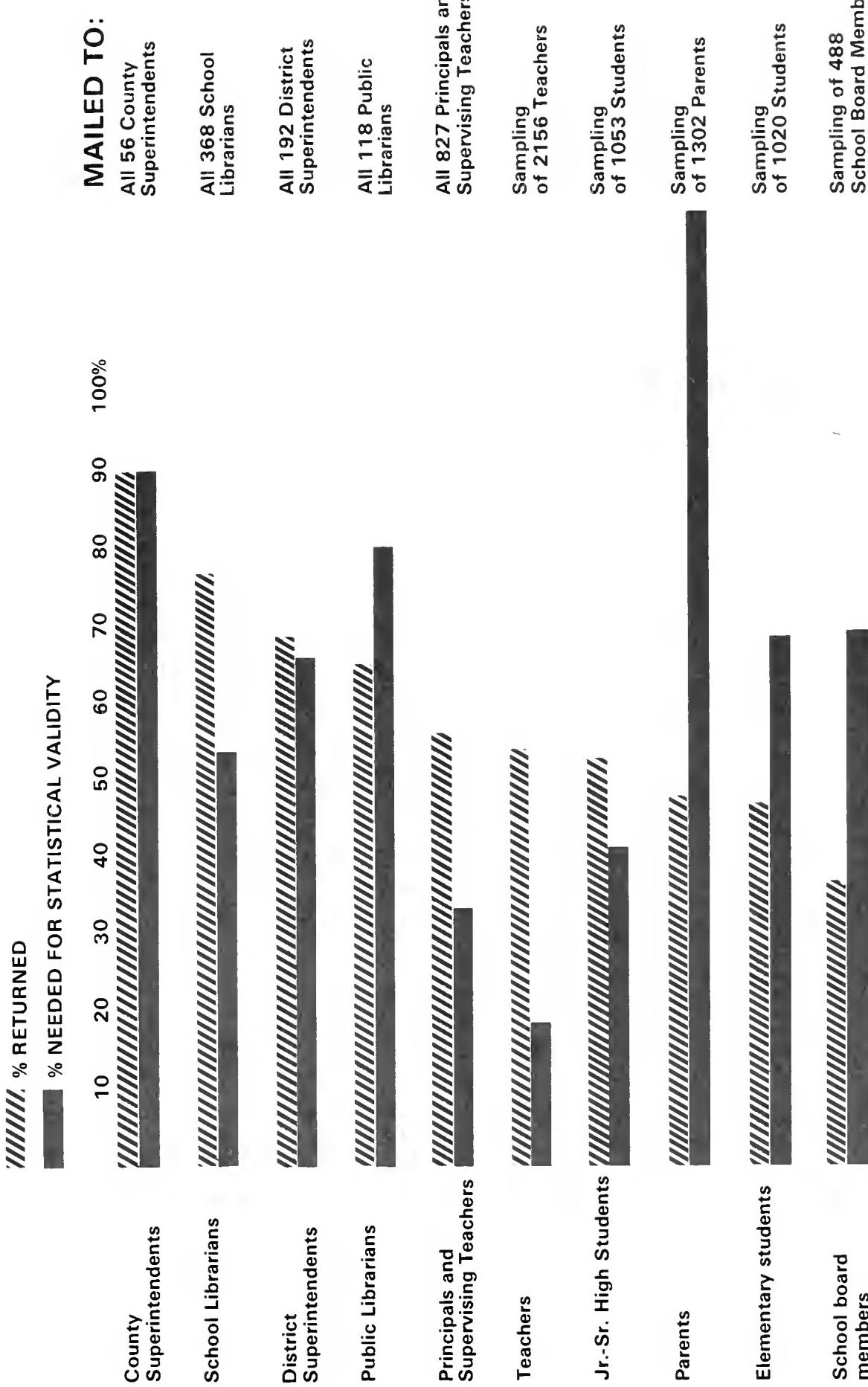
The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

- To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.
- To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.
- To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.
- To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.
- To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.
- To provide qualified professional personnel to serve teachers and students.

¹American Association of School Librarians. *School Library Bill of Rights*. Chicago: American Library Association, 1969.

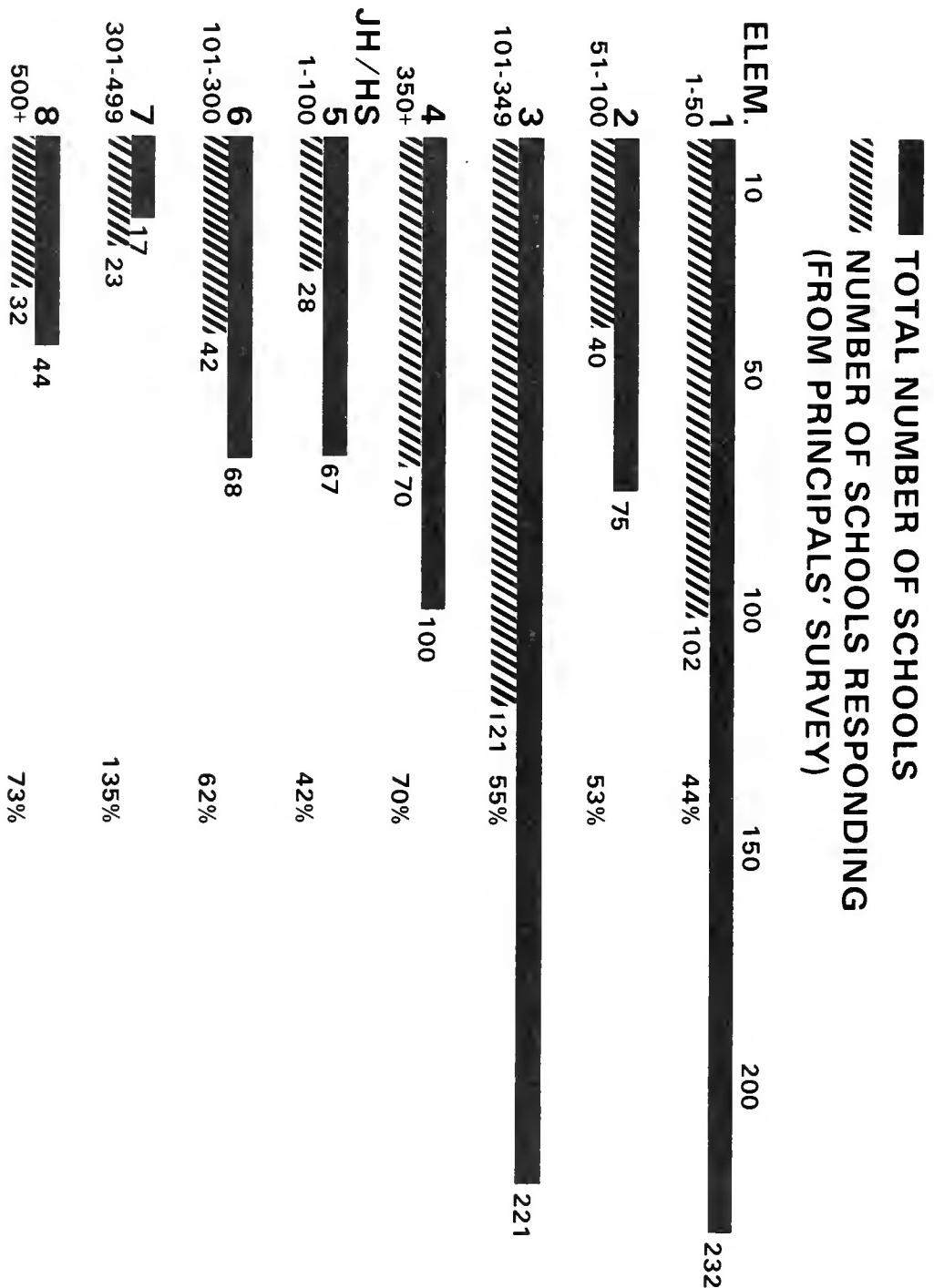
Appendix C

RESPONSE TO SURVEYS



Appendix D

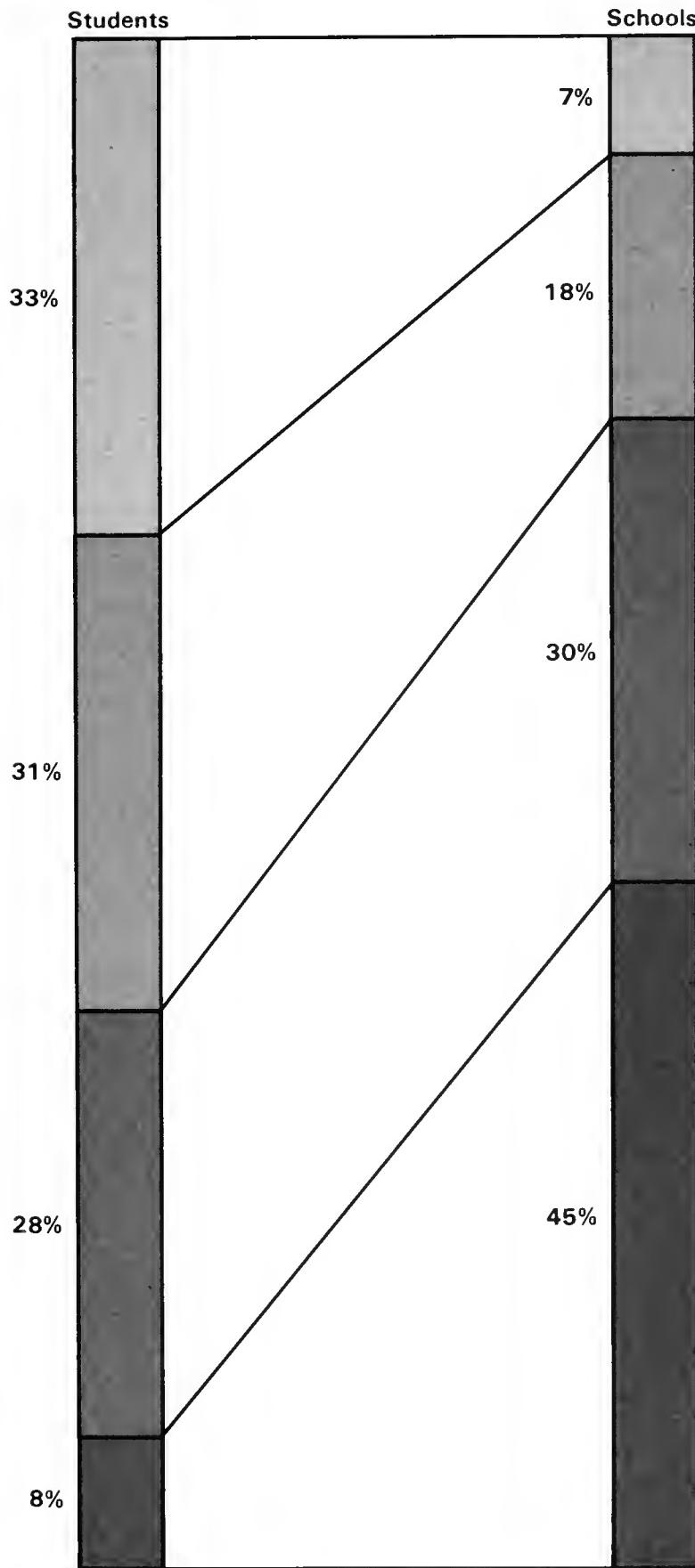
SIZE and LEVEL GROUPS



SCHOOL SIZE AND LEVEL INFORMATION FROM OPI RECORDS FOR 1975-1976

Appendix E

DISTRIBUTION OF STUDENTS BY PERCENTAGE IN LARGE TO SMALL SCHOOLS IN MONTANA



Students

- [Light Gray Box] Per cent of students in schools of more than 500
- [Medium Gray Box] Per cent of students in schools of 301-500
- [Dark Gray Box] Per cent of students in schools of 101-300
- [Black Box] Per cent of students in schools of 1-100

Schools

- [Light Gray Box] Per cent of schools with more than 500 students
- [Medium Gray Box] Per cent of schools with 301-500 students
- [Dark Gray Box] Per cent of schools with 101-300 students
- [Black Box] Per cent of schools with 1-100 students

SUMMARY:

33% of all students in Montana are in 7% of the schools.

31% of all students in Montana are in 18% of the schools.

28% of all students in Montana are in 30% of the schools.

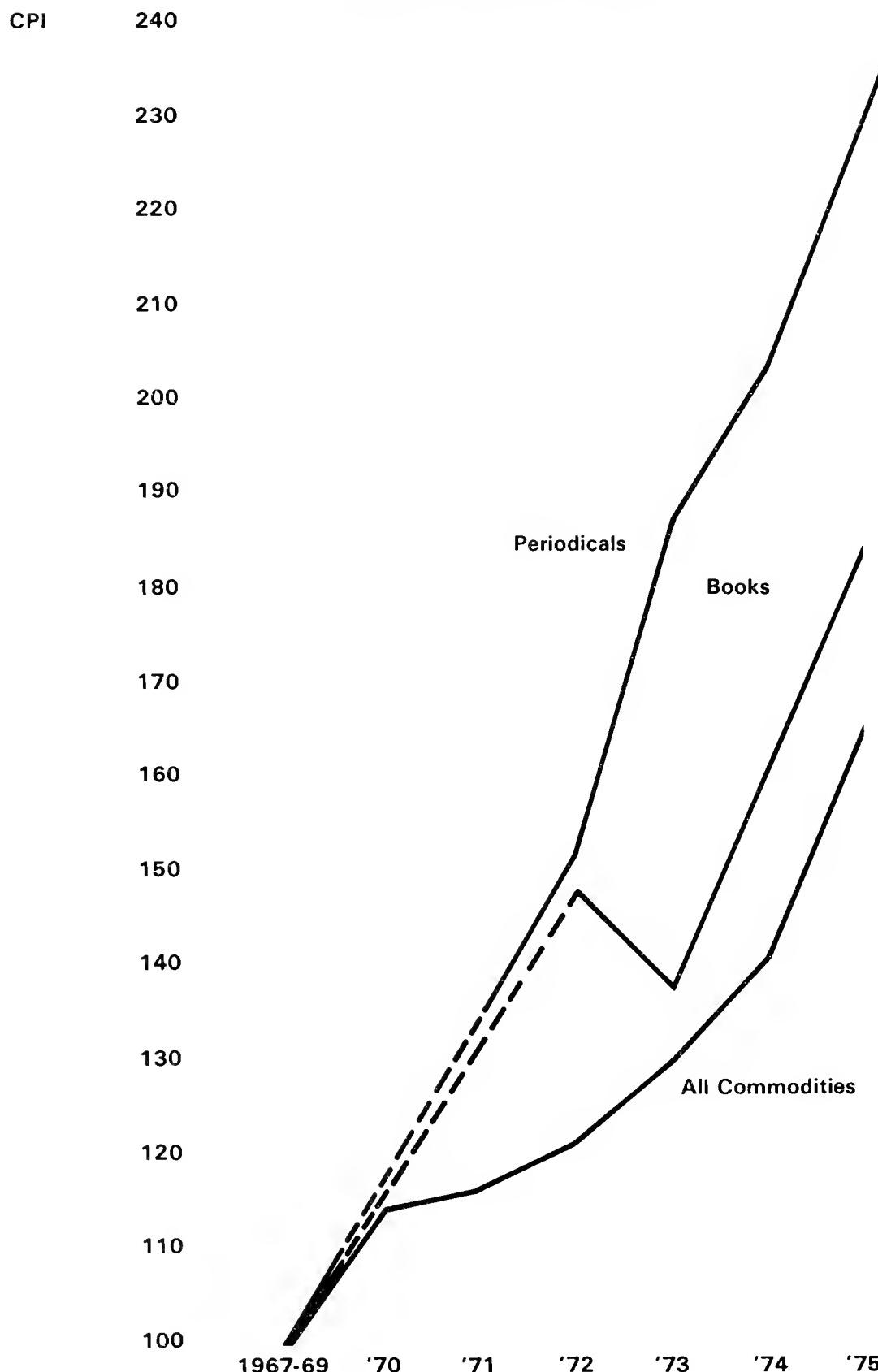
8% of all students in Montana are in 45% of the schools.

(Data from OPI records for the 1976-77 school year)

Graph designed and prepared by
Janelle Fallan

Appendix F

COMPARISON OF BOOK AND PERIODICAL PRICES WITH THE U.S. CONSUMER PRICE INDEX



SOURCES.

BOWKER ANNUAL OF LIBRARY AND BOOK TRADE INFORMATION, 1976, PP. 204, 206; CPI DETAILED REPORT FOR DECEMBER, 1975, U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS.

Appendix G

STATEWIDE LIBRARY EXPENDITURES

1968 - 1977

The following figures show: statewide library expenditures by category, the total general fund and the per cent of the general fund for library expenditures for the school years 1968-69 through 1975-76.

0310 = Library salaries

0342 = Library books and periodicals

0350 = Other library expenses

The amount given for Library Services (03) does not, in most instances, equal the total of those three items. The 03 line may include library expenditures from other areas, such as inter-local cooperative funds or ESEA Title II funds.

The following information is taken from the *Analysis of Trustees' Reports (TT35), Tables VIII, IX and IX*, Office of Public Instruction records.

1968-1969

Library Expenditures	Percent of General Fund
0310 \$1,015,957	1.0%
0342 664,413	.7%
0350 <u>87,447</u>	.1%
	\$1,767,817
Library Services (03) \$1,806,819	General Fund = \$99,775,273

1969-1970

Library Expenditures	Percent of General Fund
0310 \$1,250,950	1.1%
0342 782,016	.7%
0350 <u>105,781</u>	.1%
	\$2,138,747
Library Services (03) \$2,259,218	General Fund = \$113,755,495

1970-1971

Library Expenditures	Percent of General Fund
0310 \$1,379,701	1.1%
0342 767,766	.6%
0350 <u>129,138</u>	.1%
	\$2,276,605
Library Services (03) \$2,327,409	General Fund = \$122,660,689

1971-1972

Library Expenditures	Percent of General Fund
0310 \$1,642,023	1.3%
0342 865,383	.7%
0350 <u>148,137</u>	.1%
	\$2,655,543
Library Services (03) \$2,656,640	General Fund = \$130,987,092

1972-1973

Library Expenditures	Percent of General Fund
0310 \$1,882,199	1.3%
0342 1,016,404	.7%
0350 <u>182,327</u>	.1%
	\$3,080,930
Library Services (03) \$3,084,616	General Fund = \$141,093,250

1973-1974

Library Expenditures	Percent of General Fund
0310 \$2,153,282	1.4%
0342 1,036,502	.7%
0350 <u>234,908</u>	.2%
	\$3,424,692
Library Services (03) \$3,427,481	General Fund = \$149,702,559

1974-1975

Library Expenditures	Percent of General Fund
0310 \$2,507,945	1.5%
0342 1,091,575	.6%
0350 <u>288,138</u>	.2%
	\$3,887,658
Library Services (03) \$3,889,018	General Fund = \$172,353,962

1975-1976

Library Expenditures	Percent of General Fund
0310 \$2,947,592	1.5%
0342 1,223,702	.6%
0350 <u>315,172</u>	.2%
	\$4,486,466
Library Services (03) \$4,486,466	General Fund = \$199,177,029

Appendix H
REVIEW OF COMPLIANCE WITH STANDARDS, 1976-77

The following information is included in order to show the extent that schools are presently meeting accreditation standards.

All categories are included for purposes of comparing the library standards with others.

The accreditation standards are divided into the following categories:

- 100: Administration and Supervision
- 200: Personnel
- 300: School Program
 - 330: Library Services, Junior High and High School
 - 340: Library Services, Elementary
- 400: School Facilities

Accreditation may be Multi-Year, Regular, With Advice or On Probation.

1967-77:

SUMMARY OF RECOMMENDATIONS FOR 1976-77:

Number of schools receiving **regular accreditation**:

High Schools and Junior Highs: 126 schools	64% of total
Elementary Schools: 569 schools	92% of total
Accredited with Advice:	
High Schools and Junior Highs; 63 schools	32%
Elementary Schools: 44 schools	7%
Accredited on Probation:	
High Schools and Junior Highs: 6 schools	3%
Elementary Schools: 7 schools	1%
Non-Accredited:	
High Schools and Junior Highs: 1 school	.5% (later changed to Probation)
Elementary Schools: 0	0%

TOTAL DEVIATIONS CITED IN SCHOOLS ACCREDITED WITH ADVICE OR ON PROBATION

- Category 100: 43 deviations cited
- Category 200: 159 deviations (5 involve misassigned librarians)
- Category 300: 31 deviations
 - Category 330: 46 deviations
 - Category 340: 11 deviations
- Category 400: 27 deviations

TOTAL DEVIATIONS CITED IN SCHOOLS GRANTED REGULAR ACCREDITATION

- Category 100: 61 deviations cited
- Category 200: 365 deviations (42 involve misassigned school librarians)
- Category 300: 44 deviations
 - Category 330: 17 deviations
 - Category 340: 43 deviations
- Category 400: 10 deviations

(All information from the files of Jim Burk and Lyle Eggum, Co-Directors of Basic Skills, Office of Public Instruction)

Appendix I
DESCRIPTION OF COLLEGE AND UNIVERSITY PROGRAMS
FOR
PREPARING SCHOOL LIBRARY MEDIA PERSONNEL

Nine Schools of Higher Education in Montana have been identified as offering courses and/or complete programs for preparing certified Library Media Personnel.

Schools in the Montana University System that offer programs for certification in school librarianship are: Eastern Montana College, Montana State University, University of Montana and Western Montana College.

Private colleges offering programs for school library certification are the College of Great Falls in Great Falls and Carroll College in Helena.

Miles City Community College offers a Library Technician Program for personnel wishing to work as library assistants.

Northern Montana College and Rocky Mountain College in Billings offer selected courses in library media.

Following are descriptions of those programs as stated in the respective catalogs. All information included in this Appendix was verified with the appropriate Dean of Education or Department Head.

EASTERN MONTANA COLLEGE

LIBRARY SCIENCE (Minor, endorsement, added endorsement, certification)

All persons seeking a minor, a single level endorsement or added endorsement in Library Science are required to take the following five courses and/or to demonstrate proficiency in the course content: A minimum total of 30 qr. hrs. credit is required.

		credits
I.	LS301 Organization and Administration of the School Library	3
	LS310 Classification and Cataloging I: Book.....	3
	LS320 Book Selection for School Libraries	3
	LS430 Reference Materials for School Libraries	3
	Ed210 Audio-Visual Education	3

An additional 15 qr. hrs. of credit may be selected from the following:

II.	Ed475 Organization and Administration of A-V Services	3
	LS201 The School Library	3
	LS220 Bibliography for Librarians	3
	LS302 Children's Literature	3
	LS340 Elementary School Libraries	3
	LS401 Enrichment Materials for School Libraries	3
	LS410 Classification and Cataloging II: Non-Book	3
	LS450 History of Books, Libraries, and Printing	3
	LS490 Internship	3-8
	LS491 Independent Study in Library Science.....	3-8
	LS492 Seminar: Library Science	1-3
	LS493 Workshop: Library Science	1-8

(Equivalent coursework completed from another accredited source may be transferable to substitute for courses in List I or List II.)

LIBRARY ADDED ENDORSEMENTS

Elementary to K-12

Persons holding certification as teachers on the elementary (K-9) level desirous of obtaining K-12 Library added endorsement through Eastern Montana College will be required to satisfactorily complete, in addition to courses in List I: 3-6 qr. hrs. credit of LS 491 dealing with studies of problems inherent to high school librarianship; to complete at least 3 credits of LS 490 in an approved high school library; and to complete a minimum of 6 qr. hrs. credit selected from List II, or transferred from another accredited source.

Secondary to K-12

Persons holding certification on the secondary level (9-12) desirous of obtaining K-12 Library added endorsement through Eastern Montana College will be required to satisfactorily complete, in addition to courses in List I: LS302; 3-6 qr. hrs. credit of LS 491 dealing with studies of problems inherent to elementary school librarianship; to complete at least 3 credits of LS490 in an approved elementary school library; and complete a minimum of 3 qr. hrs. credit selected from List II, or transferred from another accredited source.

A minimum of 15 of the required 30 qr. hrs. of Library Science credit must be earned from Eastern Montana College in order for us to recommend Library certification or added endorsement.

MONTANA STATE UNIVERSITY—BOZEMAN

Course Offerings:

Library Science

Required Courses:

		Credits:
EdFd 423	Multi Media Education* (self-instructional)	2
EdFd 425	Teaching with Media	2
EdFd 427	Graphics in Education	3
Engl 303	Children's Literature	3
EdLs 351	Teaching with Library Materials	3
EdLs 401	Org & Adm of Library—Media Services*	4
EdLs 402	Org of Library—Media Materials—Books*	3
EdLs 403	Org of Library—Media Materials—Non-Books*	3
EdLs 405	Selection of Materials*	3
EdLs 407	Basic Reference Sources	3
EdLs 476	Internship	<u>4</u>
		34

Electives may be selected from the following courses for a minimum total of 40 credits for a library science minor:

Elective Courses:

		Credits:
EdLs 406	Literature for Young Adults	3
EdLs 409	Issues in Librarianship	3
EdLs 411	Oral Work With Children's Materials	3
EdLs 470	Individual Problems	1-5
EdSd 450	Reading in the Content Field	4
EdEl 305	Teaching of Reading.....	4
CS 111	Introduction to General Computing	4
Ed 429	Educational Photography	

Minimum total credits required for library science minor—40

*These courses cover the basic areas of minimum professional training required by the Northwest Association of Secondary and Higher Schools for certification as a school librarian. Library science minors should be able to type or should take BuOA 118.

Graduate Courses in Library Science:

EdLs 570—Individual Problems

(On demand) 1-5 cr. Ind. St. Maximum 9 cr.

PREREQUISITES. Graduate standing, consent of instructor, approval of department head and Dean of Graduate Studies. Directed research and study on an individual basis.

EdLS 580—Special Topics

(On demand) 2-5 cr. Maximum 15 cr.

Courses not required in any curriculum for which there is a particular need, or given on a trial basis to determine demand.

UNIVERSITY OF MONTANA—MISSOULA
FOR SCHOOL LIBRARIANS

The Library-media program is designed to train school and teacher-librarians to meet the requirements of the Northwest Association of Secondary and Higher Schools and of the State of Montana. The minimum requirement for librarians in elementary schools of under 100 enrollment includes Education 343-344-345. Librarians in larger elementary schools and all high schools must satisfy requirements for certification in library-media as listed later.

LIBRARY-MEDIA—(K-12 Endorsement) (Minor Only)		MINOR FIELD (30 crs.)
Educ 340	Survey of Children's Literature (or a course in young adult literature)	3
Educ 343	Organization and Administration of the School Library	3
Educ 344	Cataloging and Classification.....	4
Educ 345	Materials Selection and Bibliography	3-4
Educ 346	Reference Materials	4
Educ 347	Audiovisual Communications	3
Educ 445	Library Practice	5
Electives—	From Following Courses	4-5
Educ 342	Integrating Multi-Media Materials in Instruction	3
Educ 441	Evaluation of School Library Services and Materials	2
Educ 442	Library Work with Children	(VR-5)
Educ 443	Library Workshop	3
Educ 444	Library Seminar.....	5-1
Educ 447	Preparation of Inexpensive Instructional Materials	3
Educ 448	Utilization of Audiovisual Media	3
Educ 449	Administration of Audiovisual Communications Programs	3
CS 452	Computer Applications in Education	3

*NOTE: Students are referred to the section of the University catalog relative to Credits Required for a Major. Completion of a minor in the area of library at the undergraduate level usually results in over 70 credits in Education courses if the student is a degree major in Education.

WESTERN MONTANA COLLEGE—DILLON

ENDORSEMENT IN LIBRARY

An endorsement in library may be granted to baccalaureate graduates of accredited teacher education programs, upon completion of the courses listed below:

Required:	Credits
30-440 Public School Curriculum	3
31-450 Audio-Visual Education	3
32-360 *Children's Literature	3
or	
44-360 *Literature for Secondary Students	3
35-460 Organization and Administration of the School Library	3
35-461 Book Selections	3
35-462 Cataloging and Classification.....	3
35-463 Library Reference Materials.....	3
39-425 Advanced Education Psychology	3
	<u>24</u>
	27 (K-12)

Electives from the courses listed below:

35-397 Practice in Library	1-4
37-387 Observation and Participation (Library)....	2-4
39-424 Child Psychology	3
39-426 Psychology of Adolescence	3
44-478 Twentieth Century Novel	3
44-479 Literary Criticism.....	3
44-472 Modern Literature.....	3
	<u>6-9</u>
Totals.....	30
	36 (K-12)

A new course has been added as an elective autumn quarter 1977. The course is entitled "Library Media Materials" #35-464-03.

A minimum of ten quarter hours of residence preparation at Western Montana College is required.

*32-360 and 44-360 are required for "K-12 Library" endorsement.

COLLEGE OF GREAT FALLS—GREAT FALLS

Library Science:

Course work in library science may be selected for the development of particular skills in library work. Students preparing as teachers may elect a minor in library science to qualify for endorsement as school librarians, which may lead to employment as teacher-librarians.

For a minor in library science, the student is required to complete 201, 210, 220, and electives in library science to a total of 20 semester hours. For a teaching minor in library science to accompany a major in English, history, or social studies, the student is required to complete 201, 210 220, and electives in library science to a minimum of 20 semester hours.

No course meriting a "D" grade may be applied toward a minor.

	credits
201 History, Organization and Administration of a Library	3
210 Cataloging and Classification.....	3
220 Library Reference Materials.....	3
244 Audio-Visual Aids	2
302 Literature for Young Adults	3
(required for K-12 endorsement)	
320 Book Selection	3
370 Children's Literature	3
492 Special Problems in Library Science (credit to be arranged).....	

CARROLL COLLEGE—HELENA

Study Requirements for Certification of School Librarianship:

State certification is granted on completion of an acceptable program of courses pertinent to school libraries, such as Organization and Management, Book Selection, Reference, Cataloging, Adolescent or Children's Literature, Audio-Visual Media, etc. These and similar courses are currently offered on a rotating basis during the college summer sessions. The offerings comprise a minor in School Librarianship, sponsored by the Department of Education. Further information is available from the Library Director.

MILES COMMUNITY COLLEGE, MILES CITY

LIBRARY TECHNICIAN

Prepares men or women to assist librarians in public schools, special libraries, or in instructional materials centers.

First Year

Composition and
Communications
General Psychology
Speech
Typing
P.E.
Reference and Bibliography
Organization of Library
Collections
Materials for Children
Electives (Science, Math,
Social Science)

Second Year

Humanities
Literature
Human Growth and
Development
Audio-Visual
Library Administration
Seminar
Typing
Electives

SUMMER LIBRARY EXPERIENCE

120 hours of in-service library work experience is required of the student after completion of the first year of the program. This library work experience may be completed at any approved library during either the summer or the second year. 5 credits.

NORTHERN MONTANA COLLEGE—HAVRE

Course Offerings:

Ed 327—School Library in Teaching.

On demand. 3 cr. (Hrs.: 3 lec. + 0 lab.) Organization, administration and development of the school library; methods of cataloging and classification; care and repair of books; stimulation of wider use of books for recreation and study; book selection, including evaluation of reference materials; service of school library to the community, the utilization of the library resources of the state.

Ed 328—Library Media Resource.

On demand. 3 cr. (Hrs.: 2 lec. + 2 lab.) Survey cataloging, classification, storage and circulation of non-book media in school libraries. Prerequisite: ED 327.

ROCKY MOUNTAIN COLLEGE, BILLINGS

324—AUDIO-VISUAL AND LIBRARY MATERIALS. 2 hours. A study of the effective utilization of audio-visual and library materials in teaching.

SURVEYS AND COVER LETTERS

The surveys as mailed were printed on colored paper to aid in sorting the returns.

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OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

April 14, 1977

Dear Principal or Supervising Teacher:

How important is a library to you and your school? What do you see as the future of school library media centers in Montana?

The Board of Public Education and the Office of Public Instruction are studying school libraries in Montana and need your opinions.

Please take a few minutes to fill out this survey form and return it in the enclosed, stamped and addressed envelope.

Please do answer as candidly and honestly as possible. Even though you are asked to identify yourself, you will not be held accountable for your answers for purposes of accreditation. Your name will be kept confidential and will not be used in any reports.

You should not assume that any questions can be interpreted as a statement from this office on how things should be in your school. We need to know the present state of school library media centers and what you think they should be. We need to know what media equipment you presently have available in your school building to help us with planning.

Some background information: in the Spring of 1976, the Board of Public Education requested a study of all school libraries in Montana. The information will be used for program planning and possible changes in accreditation standards. This survey form is part of that study. Other groups being surveyed: teachers, school librarians, public librarians, university deans of education, school board members, district superintendents, parents, elementary and secondary students and county superintendents.

You, as a principal or supervising teacher, may also be asked to help with the surveys of other groups. That information will be sent to you separately. If you fill more than one position in your district, either as superintendent or teacher in addition to principal, you may be asked to complete another survey form, keeping that other role in mind.

Also, if you serve as principal for more than one school, you will receive a survey at each school. A separate response for each school is necessary because so many of the questions pertain to the facilities and services particular to a school building.

We realize that this will take extra time on your part. However, your opinions are very important for the future of school libraries in Montana.

Please return your completed survey form(s) by April 26.

Thank you very much.

Sincerely,

Georgia Rice
GEORGIA RICE
Superintendent

Diamond Meloy
HARRIETT MELOY
Chairwoman, Board of Public Education

GR/HM:jf

OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MONTANA

LIBRARY MEDIA STUDY: TO ALL SCHOOLS
(PRINCIPALS AND SUPERVISING TEACHERS)

Name & Title: _____

School: _____ City or Town: _____

Please return this survey in the enclosed, stamped and addressed envelope by April 26. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name, your school and your town will not be used in any reports from this study.

Thank you very much for your help.

By marking the appropriate box in this grid, indicate the type and size of your school:

Elementary (K-8 or any combination)	1 - 50	51 - 100	101 - 349	350 or more students
Junior High or High School	1 - 100	101 - 300	301 - 499	500 or more students

Check the appropriate description(s) of Library Media Service in your school:

1. Combined Library Media Center: i.e., the center includes print and non-print materials and equipment _____
2. Library Media Center houses print and non-print materials, but no equipment _____
3. Equipment is housed separately or in classrooms _____
4. The Library Media Center includes only print materials _____
5. We have a district media center which houses: equipment _____
6. non-print materials _____
7. production facilities _____
8. Our school has no centralized library _____
9. We have resource centers for different subjects _____
10. The person in your school building responsible for the library and its resources: (Check only one)
 1. is a classroom teacher with fewer than 9 credits in Library Science _____
 2. has a library endorsement _____
 3. has a minimum of 9 credits in Library Science _____
 4. is hired as an aide _____
 5. is a volunteer _____
 6. has a minimum of 9 credits in Library Science and is a volunteer _____
 7. has a minimum of 9 credits in Library Science and is hired as an aide _____
 8. not applicable _____

11. The school also has a person assigned to audio-visual equipment and materials who: (Check only one)
1. is a classroom teacher with fewer than 9 credits in Library Science
 2. has a library endorsement
 3. has a minimum of 9 credits in Library Science
 4. is hired as an aide
 5. is a volunteer
 6. not applicable

If your school has NO form of centralized library media service, continue through #14, then skip to #37. If you do have some form of centralized library media service, go now to #15 and complete the survey.

- | | YES-1 | NO-2 |
|---|-------------------------|-------|
| 12. Each classroom has its own library collection | _____ | _____ |
| 13. Classroom collections rotate within the school | _____ | _____ |
| 14. Classroom collections are organized and cataloged (a list of all the library books and other materials has been compiled and is available to all the teachers in the building.) | _____ | _____ |
| * * * | | |
| 15. How many people, other than the head librarian, are employed in your school library? | | |
| 1. one person _____ | 4. more than five _____ | |
| 2. two - three _____ | 5. none _____ | |
| 3. four - five _____ | | |
| 16. How many volunteers, not counting student help, work in your school library? | | |
| 1. one person _____ | 4. more than five _____ | |
| 2. two - three _____ | 5. no volunteers _____ | |
| 3. four - five _____ | | |

The following statements will help describe your school library media center:

- | | YES-1 | NO-2 |
|--|-------|-------|
| 17. The library is carpeted | _____ | _____ |
| 18. Students meet and talk quietly with each other | _____ | _____ |
| 19. Students may play educational games | _____ | _____ |
| 20. Students are charged fines for overdue books | _____ | _____ |
| 21. Students must have library passes to use the library | _____ | _____ |
| 22. A student may have his/her library pass revoked | _____ | _____ |
| 23. Book loss amounts to 5% or more of the collection per year | _____ | _____ |
| 24. We have a security system in the library to prevent the loss of books | _____ | _____ |
| 25. The library is adequately equipped with current materials | _____ | _____ |
| 26. The school library program is modeled in a conventional, academic manner.. | _____ | _____ |
| 27. The school library program is modeled after an open concept, multi-purpose resource center | _____ | _____ |

28. For junior high and high school: The library is used as an assigned study hall for what portion of the school day?

1. Less than half the day 3. The full day
2. Half or more 4. Not at all

YES-1

NO-2

29. For elementary schools: Are classes regularly scheduled in the library?

If "Yes," how many hours per day and what days of the week?

Hours per day:	1	2	3	4	5	6
30. Monday	<input type="checkbox"/>					
31. Tuesday	<input type="checkbox"/>					
32. Wednesday	<input type="checkbox"/>					
33. Thursday	<input type="checkbox"/>					
34. Friday	<input type="checkbox"/>					

YES-1

NO-2

35. The school librarian prepares the budget for the school library

36. The librarian creates an atmosphere which encourages students and teachers to request help, guidance and advice

* * *

37. Approximately how many reference volumes (dictionaries, almanacs, etc.) does your school have?
(Consider multiple volume works, such as encyclopedias, as one volume.)

1. None 5. 51 - 100
2. 1 - 9 6. 101 - 250
3. 10 - 25 7. More than 250 ...
4. 26 - 50

38. Newspaper subscriptions: 1. None 4. 5 - 7
 2. 1 5. 8 or more
 3. 2 - 4

39. Magazine subscriptions: 1. None 4. 11 - 20
 2. 1 - 5 5. 21 - 35
 3. 6 - 10 6. More than 35

40. Books (not counting reference and text books): 1. 5 or fewer per student
 2. 6 - 9 per student
 3. 10 - 14 per student
 4. 15 - 20 per student
 5. More than 20 per student

Please mark the appropriate boxes in this grid to describe how library usage skills are taught in your school:

	Grades:	1 - 3	4 - 6	7 - 8	9 - 12	At all levels	Never
1. Library usage skills are taught.		41	42	43	44	45	46
2. Students are formally tested for their library skills.		47	48	49	50	51	52
3. A specific course of study is used to teach library skills.		53	54	55	56	57	58

Media equipment and software housed in your school building: YES 1 NO 2 HOW MANY 3

- 59. 16 mm projector
- 60. 16 mm films
- 61. filmstrip projection equipment
- 62. slide projection equipment
- 63. overhead projectors
- 64. 8 mm or super 8 camera
- 65. 8 mm or super 8 projector
- 66. 8 mm film loops
- 67. still camera
- 68. tape recorders
- 69. dry mount press
- 70. thermal transparency maker
- 71. photo copier
- 72. opaque projector
- 73. dark room facilities

Video equipment

- 74. ½ inch black & white recorder
- 75. ½ inch color recorder
- 76. ¾ inch cassette recorder
- 77. 1 inch black & white recorder
- 78. portable black & white camera
- 79. portable color camera
- 80. studio black & white camera
- 81. studio color camera
- 82. black & white television receiver
- 83. color television receiver
- 84. black & white television receiver/monitor
- 85. color television receiver/monitor
- 86. film chain (transfers film onto videotape).....
- 87. television production studio

	<u>YES-1</u>	<u>NO-2</u>
88. The school has a written selection policy for library materials, adopted by the school board	_____	_____
89. All students should be able to find information from a variety of sources in the library before they may graduate	_____	_____
90. Bookmobile service is directly available to the school	_____	_____
If "Yes," is bookmobile service used:		
91. as a supplement to the school library?	_____	_____
92. as a substitute for the school library?	_____	_____
93. Public library services other than bookmobile are used by the school in a scheduled program. (Examples are interlibrary loan, films, long-term loans)	_____	_____
94. The school district reimburses the public library for bookmobile or other library services	_____	_____
95. An up-to-date collection of professional literature is available for faculty use	_____	_____
96. If "Yes," where is this collection located?		
1. Faculty lounge	_____	
2. Library	_____	
3. Principal's office	_____	
4. Other	_____	
97. How much does your school budget for library materials: books, periodicals and media software; not furniture or other capital outlays.		
1. Less than \$100	_____	_____
2. \$ 101 - \$ 500	_____	_____
3. \$ 501 - \$ 800	_____	_____
4. \$ 801 - \$1000	_____	_____
5. \$1001 - \$2000	_____	_____
6. \$2001 - \$3000	_____	_____
7. \$3001 - \$4000	_____	_____
8. \$4001 - \$6000	_____	_____
9. More than \$6000	_____	_____
98. How much per student does this represent?		
1. \$3.00 per student or less	_____	
2. \$3.01 - \$4.00	_____	
3. \$4.01 - \$5.00	_____	
4. More than \$5.00	_____	

- | | <u>YES-1</u> | <u>NO-2</u> |
|--|---------------------|-------------|
| 99. Instructional films are as important to learning as textbooks | _____ | _____ |
| 100. Your school uses the State Audio-Visual Film Library | _____ | _____ |
| | <u>YES-1</u> | <u>NO-2</u> |
| | <u>DON'T KNOW-3</u> | |
| 101. An efficient State A-V Library is a viable and necessary part of education in Montana | _____ | _____ |
| 102. The State A-V Library is adequately meeting the film needs of Montana educators | _____ | _____ |

How much will your school spend on films during the 1976-77 school year:

	\$0	\$1 - \$100	\$101 - \$500	\$501 - \$1000	More than \$1000
103. from the State A-V Library	[]	[]	[]	[]	[]
104. from another source	[]	[]	[]	[]	[]

How much do you expect your school to spend on films during the 1977-78 school year:

	\$0	\$1 - \$100	\$101 - \$500	\$501 - \$1000	More than \$1000
105. from the State A-V Library	[]	[]	[]	[]	[]
106. from another source	[]	[]	[]	[]	[]

107. If the State A-V Library were to increase charges by means of a graduated scale (charging \$2 to \$6 per film, depending on its length), would your school: (check only one)
1. increase its film budget to continue ordering the same number of films
 2. order fewer films to stay within the present budget
 3. order no films from any source
 4. order films from a source other than the State A-V Library

- | | <u>YES-1</u> | <u>NO-2</u> |
|--|--------------|-------------|
| 108. Have you used the 1976 supplement (blue cover) to the State A-V Library Catalog? | _____ | _____ |
| 109. Each catalog supplement costs the State \$2.50 just for printing.
Would you be willing to pay for part of the cost of the catalog? | _____ | _____ |

110. The State A-V Library should: (check one)

1. be abolished —
2. maintain the present level of service ... —
3. improve the present level of service ... —

YES-1 NO-2 DON'T KNOW-3

111. The State A-V Library should expand its service to include videotape — — —

112. Do you think the present accreditation standards for libraries need to be changed? — — —

113. If "Yes," in what way? _____

THANK YOU VERY MUCH!



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

April 14, 1977

Dear School Librarian:

This is your opportunity to speak out on that subject dear to your heart--your school library program.

The Montana Board of Public Education has requested the Office of Public Instruction to conduct a study of school libraries in Montana to learn how much support exists for libraries and to plan for possible future directions.

Because of the variety of library media programs, and the difference in size of schools in Montana, not all questions may apply equally to all schools. If you simply cannot answer a question, leave it blank.

Other people in your school district are also participating in this study. Different survey forms have been sent to all district and county superintendents, all public librarians and all principals and supervising teachers. Surveys have also gone to samplings of parents, teachers, students and school board members.

This survey is seeking opinions, it is not an attempt to dictate standards. Therefore, questions about facilities, equipment or programs do not mean this office thinks that is necessarily what you should have or do. We seek only to know what you do have, and what you think is important is planning library programs.

In the survey, the term "library" is used in the generic sense. It is meant to include the concept of an integrated resource center which distributes a wide variety of print and non-print educational media.

Your name and the name of your school will be kept confidential and will not be used in any reports made from this survey.

Many school librarians serve more than one school. A number of the questions on this survey apply to the facilities in a specific school building. We have tried to determine how many schools you serve and sent you a form for each one, so you can answer the questions as they pertain specifically to each of your schools.

Please return this survey in the enclosed, stamped and addressed envelope by April 26. You can also help us by encouraging the other people in your school(s) who received survey forms to complete and return them as soon as possible.

Thank you very much for all your help.

Sincerely,

Georgia Rice
GEORGIA RICE
Superintendent

Harriett Meloy
HARRIETT MELOY
Chairwoman, Board of Public Education

GR/HM:jf

OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MONTANA

LIBRARY MEDIA STUDY: SCHOOL LIBRARIANS

Name: _____ School: _____ Town or City: _____

Please return this survey in the enclosed, stamped and addressed envelope by April 26. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name, school and town will not be used in any reports from this study. Thank you for your help.

By marking the appropriate box in this grid, indicate the level and the size of the school you serve.

Elementary (K-8 or any combination)	1 - 50	51 - 100	101 - 349	350 students or more
Junior High or High School	1 - 100	101 - 300	301 - 499	500 students or more

Check the appropriate description(s) of Library Media Service in your school:

1. Combined Library Media Center, i.e., the center includes print and non-print materials and equipment
 2. Library Media Center houses print and non-print materials, but no equipment
 3. Equipment is housed separately or in classrooms
 4. The Library Media Center includes only print materials
 5. We have a district media center which houses: equipment
 6. non-print materials
 7. production facilities
 8. Our library materials are housed in individual classrooms

Professional associations of which I am a member:

9. Montana Library Association, School Library Media Division
 10. American Library Association
 11. Association for Educational Communications and Technology
 12. International Reading Association

13. Other:

- | | | <u>YES-1</u> | <u>NO-2</u> | <u>SHOULD DO-3</u> |
|-----|--|--------------|-------------|--------------------|
| 14. | The school's written philosophy includes a philosophy for the school library | — | — | — |
| 15. | There are written goals and objectives for the school library | — | — | — |
| 16. | The school has a written selection policy for library materials, adopted by the school board | — | — | — |
| 17. | I have a written plan or list of goals for library improvement and upgrading | — | — | — |
| 18. | If "Yes," is the plan: short range (within the school year) | — | — | — |
| 19. | long range (within 3 - 5 years) | — | — | — |
| 20. | I maintain instructional materials files: pictures, charts, maps, vertical and other | — | — | — |
| 21. | Books are weeded from the library on a regular basis | — | — | — |
| 22. | Adequate interlibrary loan procedures are established | — | — | — |

	<u>YES</u> -1	<u>NO</u> -2	<u>SHOULD DO</u> -3
--	---------------	--------------	---------------------

23. The collection is satisfactory for: pupils of average ability _____
24. mentally handicapped _____
25. gifted and talented _____
26. I have established a positive, effective working relationship
with the public library _____

School policy generally permits students to check out the following media for home use:

27. Books _____
28. Reference books _____
29. Other printed materials _____
30. Media software (filmstrips, tapes, records, etc.) _____
31. Media equipment _____

32. All students must know how to find information in the library
before they may graduate _____

By checking the appropriate items, indicate how you establish an atmosphere
in the school library so students want to come there:

33. They come on their own _____
34. The decor is cheerful and comfortable _____
35. The materials in it are exciting and enticing _____
36. Students are treated with respect and given sufficient
freedom to search for materials on their own _____
37. The library has sections for special interests, such as
sex information, hobbies, etc. _____
38. Reading competitions _____
39. Good selection of magazines of interest to students _____
40. Other: _____

Within each of the following four groups, number the subjects from 1 to 5, with #1 being your top priority for your own continuing education needs, and #5 being your lowest priority.

Group One

41. Development of program _____
42. Management skills _____
43. Materials selection _____
44. Public relations _____
45. Facilities design _____

Group Three

51. Instructional materials design _____
52. Teaching strategies _____
53. Assertiveness training _____
54. Personal time management _____
55. Budget preparation _____

Group Two

46. Children's Literature _____
47. Adolescent Literature _____
48. Educational film _____
49. Educational television _____
50. Teaching of reading _____

Group Four

56. Media competency: operation of hardware _____
57. Media competency: maintenance & repair _____
58. Federal programs relating to libraries _____
59. Cataloging and classification _____
60. Other: _____

Now rank your four first choices: #1 _____, #2 _____, #3 _____, #4 _____.

I have taken in-service workshops in library media related areas during the past three years at:

65. University of Montana _____
66. Montana State University _____
67. Eastern Montana College _____
68. Western Montana College _____
69. Northern Montana College _____
70. Rocky Mountain College _____
71. Montana College of Mineral
Science and Technology _____

72. College of Great Falls _____
73. Carroll College _____
74. Flathead Valley Community College _____
75. Dawson Community College _____
76. Miles Community College _____
77. Out-of-state _____

Where: _____

Please note which of the following are included in your responsibilities as school librarian:

		Always	Frequently	Occasionally	Seldom	Never	Should do
78.	Confer with administrators and/or school board concerning media operation, programs and budgets						
79.	Participate in curriculum development and revision						
80.	Work with the teachers in planning and providing library instruction						
81.	Design learning materials for classroom use						
82.	Help to develop and implement proposals for ESEA Title IV, Part B federal monies						
83.	Conduct in-service for faculty						
84.	Instruct students in media skills						
85.	Maintain and repair equipment						
86.	Schedule and distribute both hardware and software						
87.	Duplicate educational materials						
88.	Serve teachers and students as a resource person						
89.	Produce graphic, photographic and audio instructional materials and displays						
90.	Provide storytelling experiences and/or introduce materials of special interest to class groups						
91.	Offer mini-courses						
92.	Give students individual guidance in research and reading						
93.	Replace bulbs and similar minor maintenance of equipment						
94.	Assist at the charging desk						
95.	Keep informed and in touch with recent developments in media research						
96.	Suggest related materials, ideas and resource people for classroom units and provide materials for extracurricular activities						
97.	Promote the use of ITV (instructional television)						
98.	Promote the use of film						

I can teach others to operate the following equipment:

99. 16mm projector
100. filmstrip projector
101. tape recorder
102. slide projection equipment
103. still camera
104. transparency maker
105. 8 mm or super 8 projector
106. dark room facilities
107. video camera
108. cassette video recorder
109. reel to reel video recorder

Describe your staff:

110. Library Media Specialist #1 - your title: _____

Check all of the following that apply to you:

111. Master's degree _____
112. Library endorsement _____
113. 9 or more credits in Library Science _____
114. Graduate ____ 115. Undergraduate ____
116. 8 or fewer credits in Library Science _____
117. Graduate ____ 118. Undergraduate ____
119. Bachelor's degree _____
120. At least 9 credits or 3 years experience in non-print resources (film, television, media production, equipment) _____
121. Volunteer _____
122. Paid aide or paraprofessional _____
123. 0 - 3 years classroom teaching experience _____
124. 4 or more years teaching experience _____
125. Other responsibilities: _____

126. How many other professional staff members work in your library?

1. None ____ 2. One ____ 3. Two ____ 4. Three ____ 5. Four ____.

127. How many clerical or paraprofessional staff members work in your library?

1. None ____ 2. One ____ 3. Two ____ 4. Three ____ 5. Four ____.

YES-1 NO-2

128. This school also has a person assigned to audio-visual equipment and materials _____

129. Our library uses student help _____

We reimburse them for helping in the library with:

130. credit _____
131. money _____
132. books _____
133. no rewards _____
134. other: _____

135. Do you think the state accreditation standards for school libraries should be changed? _____

136. If "Yes," in what way? _____

Other comments: _____

THANK YOU VERY MUCH!



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

April 29, 1977

Dear District Library Media Supervisor,

Could you please take a few minutes to complete the enclosed survey on school district library media programs and equipment?

This survey is part of a statewide study of school libraries. The Montana Board of Public Education requested the Office of Public Instruction to conduct this study of school libraries in Montana to learn how much support exists for school libraries and to plan for possible future directions.

Because of the variety of library media programs, not all questions on this survey may apply equally to all districts or jobs.

Other people in your school district are also participating in this study. Different survey forms have been sent to all district and county superintendents, all public and school librarians and all principals and supervising teachers in the state. Surveys have also gone to samplings of parents, teachers, students and school board members.

We have also sent you, for your information, a copy of the survey form that was sent out to those persons responsible for individual school libraries.

This survey is seeking opinions, it is not an attempt to dictate standards. Therefore, questions about facilities, equipment or programs do not mean this office thinks that is necessarily what you should do or have. We seek only to know what you do have, and what you think is important in planning library programs.

In the survey, the term "library" is used in the generic sense. It is meant to include the concept of an integrated resource center which distributes a wide variety of print and non-print educational media.

Your name and the name of your school district will be kept confidential and will not be used in any reports made from this survey.

Please return this survey in the enclosed, stamped and addressed envelope by May 4.

Thank you very much for your help.

Sincerely,

Monica Kittock-Sargent

Monica Kittock-Sargent
Manager, Library Media Division

MKS:jf

OFFICE OF PUBLIC INSTRUCTION
GEORGIA RICE, SUPERINTENDENT
STATE CAPITOL
HELENA, MONTANA

LIBRARY MEDIA STUDY:

DISTRICT LIBRARY MEDIA SUPERVISORS

Name and title: _____

School district and city: _____

Please return this survey in the enclosed, stamped and addressed envelope by May 4. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name, your district and your city will not be used in any reports from this study.

Please answer only those questions that apply to you and your position.

Thank you very much for your help.

Professional associations of which I am a member:

1. Montana Library Association, School Library Media Division _____
2. American Library Association _____
3. Association for Educational Communications and Technology _____
4. International Reading Association _____
5. Other: _____

YES NO

6. The district's written philosophy includes a philosophy for the school library media program _____
7. There are written goals and objectives for the school library media centers in this district. _____
8. I have a written plan or list of goals for library media improvement and upgrading. _____
9. If "Yes" to #8, is the plan: short range (within the school year).
10. long range (within 3-5 years). _____
11. The district has a written selection policy for library materials, adopted by the school board. _____
12. All students should be able to find information from a variety of sources in the library before they may graduate. _____
13. Public library services other than bookmobile are used by the schools in a scheduled program. (Examples are interlibrary loan, films, long-term loans). _____
14. The school district reimburses the public library for bookmobile or other library services. _____

Please note which of the following are included in your responsibilities as a district library media supervisor.

	Always	Frequently	Occasionally	Seldom	Never	Should do
15. Confer with other administrators and/or school board concerning media operation, programs and budgets.						
16. Prepare the district budget for library media operations.						
17. Participate in curriculum development and revision.						
18. Work with teachers in planning and providing library instruction.						
19. Design learning materials for classroom use.						
20. Help to develop and implement proposals for ESEA Title IV, Part B federal monies.						
21. Conduct in-service for faculty.						
22. Instruct students in media skills.						
23. Maintain and repair equipment.						
24. Schedule and distribute both hardware and software.						
25. Duplicate educational materials.						
26. Serve teachers and students as a resource person.						
27. Produce graphic, photographic and audio instructional materials and displays.						
28. Provide storytelling experiences and/or introduce materials of special interest to class groups.						
29. Offer mini-courses.						
30. Keep informed and in touch with recent developments in media research.						
31. Suggest related materials, ideas and resource people for classroom units and provide materials for extra-curricular activities.						
32. Promote the use of ITV (instructional television).						
33. Promote the use of film.						

Within each of the following four groups, number the subjects from 1 to 5, with #1 being your top priority for your own continuing education needs, and #5 being your lowest priority.

Group One

- 34. Development of program.
- 35. Management skills.
- 36. Materials selection.
- 37. Public relations.
- 38. Facilities design.

Group Two

- 39. Children's Literature.
- 40. Adolescent Literature.
- 41. Educational film.
- 42. Educational television.
- 43. Teaching of reading.

Group Three

44. Instructional materials design _____
 45. Teaching strategies.
 46. Assertiveness training.
 47. Personal time management.
 48. Budget preparation.

Group Four

49. Media competency: operation of hardware _____
 50. Media competency: maintenance & repair _____
 51. Federal programs relating to libraries _____
 52. Cataloging and classification.
 53. Other: _____

Now rank your four first choices: #1____, #2____, #3____, #4____.

I have taken in-service workshops in library media related areas during the past three years at:

58. University of Montana.
 59. Montana State University .
 60. Eastern Montana College.
 61. Western Montana College.
 62. Northern Montana College.
 63. Rocky Mountain College.
 64. Montana College of Mineral
Science and Technology.

65. College of Great Falls.
 66. Carroll College.
 67. Flathead Valley Community College
68. Dawson Community College.
 69. Miles Community College.
 70. Out-of-state.
Where: _____

I can teach others to operate the following equipment:

- | | YES | NO |
|----------------------------------|-------|-------|
| 71. 16 mm projector. | _____ | _____ |
| 72. filmstrip projector. | _____ | _____ |
| 73. tape recorder. | _____ | _____ |
| 74. slide projection equipment. | _____ | _____ |
| 75. still camera. | _____ | _____ |
| 76. transparency maker. | _____ | _____ |
| 77. 8 mm or super 8 projector. | _____ | _____ |
| 78. dark room facilities. | _____ | _____ |
| 79. video camera. | _____ | _____ |
| 80. cassette video recorder. | _____ | _____ |
| 81. reel to reel video recorder. | _____ | _____ |

Describe the district's library media staff:

82. Your title: _____

Check all of the following that apply to you:

83. Master's degree.
 84. Library endorsement.
 85. 9 or more credits in Library Science.
 86. Graduate ____ 87. Undergraduate ____
 88. 8 or fewer credits in Library Science.
 89. Graduate ____ 90. Undergraduate ____
 91. At least 9 credits or 3 years experience in non-print resources
(film, television, media production, equipment).
 92. 0-3 years classroom teaching experience.
 93. 4 or more years teaching experience.

94. Other responsibilities: _____

95. How many other professional staff members work in your district office?

1. None ____ 2. One ____ 3. Two ____ 4. Three ____ 5. Four or more ____

96. How many clerical or paraprofessional staff members work in your district office?

1. None ____ 2. One ____ 3. Two ____ 4. Three ____ 5. Four or more ____

YES NO

97. Instructional films are as important to learning as textbooks.

98. The schools in this district use the State Audio-Visual (Film) Library. ____

YES NO DON'T KNOW

99. An efficient State A-V Library is a viable and necessary part of education in Montana.

100. The State A-V Library is adequately meeting the film needs of Montana educators.

How much will your district spend on films during the 1976-1977 school year:

\$0 \$1-\$100 \$101-\$500 \$501-\$1000 More than \$1000

101. from the State A-V Library	_____	_____	_____	_____	_____
102. from another source	_____	_____	_____	_____	_____

How much do you expect your district to spend on films during the 1977-78 school year:

\$0 \$1-\$100 \$101-\$500 \$501-\$1000 More than \$1000

103. from the State A-V Library	_____	_____	_____	_____	_____
104. from another source	_____	_____	_____	_____	_____

105. If the State A-V Library were to increase charges by means of a graduate scale (charging \$2 to \$6 per film, depending on its length), would your district: (check only one)

1. increase its film budget to continue ordering the same number of films. ____
2. order fewer films to stay within the present budget.
3. order films from a source other than the State A-V Library.
4. order no films from any source.

YES NO

106. Have you used the 1976 supplement (blue cover) to the State A-V Library catalog?

107. Each catalog supplement costs the State \$2.50 just for printing. Would you be willing to pay for part of the cost of the catalog? . . .

108. The State A-V Library should: (Check one)

1. be abolished.
2. maintain the present level of service. ____
3. improve the present level of service. ____

YES NO DON'T KNOW

109. The State A-V Library should expand its service to include videotape.

110. All district media equipment is housed in a central location. . .

Media equipment and software in the district media center:

	<u>YES</u>	<u>NO</u>	<u>HOW MANY</u>
111. 16 mm projector	____	____	____
112. 16 mm films	____	____	____
113. filmstrip projection equipment	____	____	____
114. slide projection equipment	____	____	____
115. overhead projectors	____	____	____
116. 8 mm or super 8 camera	____	____	____
117. 8 mm or super 8 projector	____	____	____
118. 8 mm film loops	____	____	____
119. still camera	____	____	____
120. tape recorders	____	____	____
121. dry mount press	____	____	____
122. thermal transparency maker	____	____	____
123. photo copier	____	____	____
124. opaque projector	____	____	____
125. dark room facilities	____	____	____

Video equipment

126. 1/2 inch black & white recorder	____	____	____
127. 1/2 inch color recorder	____	____	____
128. 3/4 inch cassette recorder	____	____	____
129. 1 inch black & white recorder	____	____	____
130. portable black & white camera	____	____	____
131. portable color camera	____	____	____
132. studio black & white camera	____	____	____
133. studio color camera	____	____	____
134. black & white television receiver	____	____	____
135. color television receiver	____	____	____
136. black & white television receiver/monitor.	____	____	____
137. color television receiver/monitor	____	____	____
138. film chain (transfers film onto videotape)	____	____	____
139. television production studio	____	____	____
140. Microfilm or microfiche equipment.	____	____	____

YES NO

141. Do you think the present accreditation standards for libraries need to be changed?

142. If "Yes," in what way? _____



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

Dear Superintendent:

It may soon seem to you that April is school library month.

You have just received one of more than 9000 library survey forms being sent this month to people involved in all levels of education throughout Montana.

This effort is part of a statewide study of school libraries which the Board of Public Education requested the Office of Public Instruction to conduct. Information from this study will be used to help the Office of Public Instruction in developing programs and accreditation standards and in learning how much support exists for school libraries.

Different survey forms are being sent to these groups: all endorsed school and public librarians, all principals or supervising teachers and all county superintendents. Surveys are also being sent to a random sampling of teachers, parents, students and school board members.

Of course, we will appreciate any help you, as district superintendent, can give us by encouraging others in your school district to complete their surveys and mail them back soon.

Please be as honest and candid as possible in answering these questions. Even though we ask your name and school district, you will not be held individually accountable for your responses for purposes of accreditation. Also, your name will be kept in confidence and will not be used in any reports on this study.

This survey is seeking opinions, it is not an attempt to dictate standards. Therefore, questions about facilities, equipment or program do not mean this office thinks that is what you should have or do.

If you are also a school principal in your district, you may receive a principals' questionnaire. Please answer both, keeping both your separate functions in mind.

Please return your completed survey in the enclosed, stamped envelope by April 26, sooner if possible.

Thank you very much.

Sincerely,

Georgia Rice

GEORGIA RICE
Superintendent

Hannett C. Meloy

HARRIETT MELOY
Chairwoman, Board of Public Education

GR/HM:nm

OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MONTANA

LIBRARY MEDIA STUDY:
DISTRICT SUPERINTENDENTS

Name: _____ School District: _____

Please return this survey in the enclosed, stamped and addressed envelope by April 26. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name and your school will not be used in any reports on this study. Thank you very much for your help.

Check the box in this grid that best describes your school district:

	First class	Second class	Third class
Elementary district	1	2	3
Secondary district	4	5	6
Both elementary & secondary	7	8	9

This school district has staff in the following (or comparable) positions:

1. District library supervisor _____ (Name: _____)
2. District media supervisor _____ (Name: _____)
3. District library-media supervisor _____ (Name: _____)
4. Audio-visual technician _____
5. District film library _____

(At the present, OPI has no directory or listing of district-level library and/or media supervisors. Please give their names if you have such staff people.)

YES-1 NO-2

6. A good school library is essential for a basic education... _____
- A good school library should have:
 7. professional, well-trained staff (full or part-time) _____
 8. a balanced collection of fiction and non-fiction _____
 9. a collection of media other than books, e.g., cameras, projectors, television, filmstrips, tapes, etc..... _____

A school library should:

YES-₁ NO-₂

10. be a library media center, housing print
and non-print materials
11. contain only books, magazines and other print materials
12. be open to the public
13. serve as a center for instructional leadership
14. serve as a center for developing life-long learning habits
15. have a comfortable, relaxed area for leisure reading
16. be a place where students can do all research necessary
for class assignments
17. encourage learning from media other than books
or magazines
18. contain ample amounts of current fiction
to encourage leisure reading
19. be open to students during the evenings of school days
20. have a collection of professional literature for
teachers and administrators

A school librarian should:

21. support and reinforce the instructional efforts of
the classroom teacher
22. encourage recreational reading for students
23. insist that all students know how to find infor-
mation in a library before they graduate

	More important than	
	Equally important as	
	Less important than	
	A good school library is (more, equally, less important than):	
24.	a hot lunch program.	
25.	a career education program.	
26.	a successful athletic program.	
27.	innovative teachers.	
28.	attractive, modern school buildings.	
29.	good physical education programs at all levels.	
30.	carpeting in the classrooms.	
31.	a nice faculty lounge.	
32.	field trips.	
33.	a good counseling program.	
34.	providing an extra challenge for gifted and talented students.	
35.	good art and music programs.	
36.	teachers with advanced degrees.	
37.	up-to-date textbooks in the classroom.	
38.	In seeking to fill library positions at the professional level, our district has found that qualified school librarians are difficult to find	YES-1 NO-2
Criteria used in hiring professional school librarians--check all that apply:		
The candidate.		
39.	has had successful teaching experience	_____
40.	holds a graduate degree in Library Science or a related field .	_____
41.	holds a graduate degree in any field	_____
42.	has demonstrated the ability to work well with adults and children	_____
43.	is knowledgeable about curriculum	_____
44.	has a good sense of order	_____
45.	has demonstrated competency in management skills	_____
46.	is a disciplinarian	_____
47.	is a well-read person	_____
48.	knows how to catalog materials	_____
49.	knows how to operate media equipment	_____
50.	Other: _____	

- 51.** Which one of the following three descriptions do you believe is most critical for a quality school library?
1. A well-stocked collection of print and non-print materials
 2. A school librarian whose colleagues consider her/him to be an educational leader and a competent teacher
 3. Facilities that are convenient, comfortable and attractive
- YES** **NO**
- 52.** This district has written job descriptions for all library personnel
- 53.** This district has a written policy governing the selection of books and other materials
- 54.** School libraries should be carpeted
- 55.** Instructional films are as important to learning as textbooks
- 56.** Do you think the present accreditation standards for school libraries need to be changed?
- 57.** In what way? _____

THANK YOU VERY MUCH!



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

Dear School Board Member:

You have been specially selected to participate in a study of school libraries in Montana.

The Montana Board of Public Education has requested the Office of Public Instruction to conduct this study to learn how much support exists for school libraries and to learn possible future directions for school libraries.

You, as a board member, are in a unique position to speak out on school libraries. You are ultimately responsible for the libraries in your district--the budget, the policies and the personnel. Therefore, it is very important to this study that we have your opinions. (If, due to the recent election, you are no longer on the school board, please complete this survey anyway.)

You will undoubtedly be interested to know that other people in your district are also participating in this study. Different surveys have been sent to district and county superintendents, school and public librarians, and principals and supervising teachers. Surveys have also been sent to samplings of teachers, parents and students. Those involved in teacher education in the university system will also be interviewed.

Since this particular survey goes to school board members in districts ranging from the very largest to the very smallest, not all questions may apply equally. If you simply cannot answer a question, leave it blank.

Please bear in mind that this survey is gathering opinions, not imposing standards. There are no "right" answers and because you are asked about certain facilities, that does not mean this office believes you should have all those facilities.

Also, you will not be held accountable for your answers. Individual responses will be kept confidential.

Most of the questions in this survey call for "Yes" or "No" answers. Questions 33-46 ask you to decide how important some facets of a school are in relation to the library. The last question gives you the opportunity to discuss accreditation standards as they affect libraries, if you wish.

This survey should take you no more than fifteen minutes to complete. The time you spend will be well worth it for the future of school libraries in Montana. Please return the survey in the enclosed, stamped and addressed envelope by April 26.

Thank you very much for your help.

Sincerely,

Georgia Rice
GEORGIA RICE
Superintendent

Harriett Meloy
HARRIETT MELOY
Chairwoman, Board of Public Education

GR/HM:nm

OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MONTANA

**LIBRARY MEDIA STUDY:
SCHOOL BOARD MEMBERS**

Name: _____ Town or City _____

Please return this survey in the enclosed, stamped and addressed envelope by *April 26*. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name and your town will not be used in any reports from this study. Thank you very much for your help.

Check the box in this grid that best describes the district you represent:

	1st. class	2nd. class	3rd. class
Elementary district	1	2	3
Secondary district	4	5	6
Both elementary and secondary	7	8	9
An outlying elementary district on a high school board	10	11	12

1. All or most of the elementary schools in my district have centralized libraries. (All materials for students are gathered and disseminated from one location) **DOES
NOT
APPLY**
YES-1 NO-2
2. Of all the school libraries in my district, I have visited:
1. all of them
 2. half or more
 3. fewer than half
 4. none of them
 5. doesn't apply

I get my information about our school libraries from:
(Check all that apply)

- 3. the district superintendent
- 4. presentations by librarians or other teachers
at school board meetings
- 5. school principals
- 6. parents
- 7. students
- 8. community contacts
- 9. visiting school libraries
- 10. talking to teachers
- 11. reading the school district budget and other reports
- 12. my own child(ren) in the schools

YES-1 NO-2

- 13. This community has a public library
- 14. The schools have direct access to a bookmobile
- 15. Our school libraries use the public library for
other than bookmobile. (Examples are interlibrary
loan, films, long-term loans.)
- 16. All our school library personnel have written
job descriptions

A school library should:

YES-1 NO-2

- 17. be an attractive, comfortable place
- 18. be a place that encourages students to read for fun
- 19. be a place where students learn to use the library
- 20. be a place where students can do all research
necessary for class assignments
- 21. be a place for students to relax and meet friends
- 22. be kept whisper-quiet
- 23. be available to students before and after school
and during lunch periods
- 24. encourage learning from media other than
books and articles
- 25. be available to students only during assigned
class periods
- 26. be open to students during weekends and holi-
days (Christmas, summer vacation)
- 27. be open during the evenings of school days

YES-1 NO-2

28. A good school library is essential for a basic education _____

A good school library should have:

29. professional, well-trained staff (full or part-time) _____

30. a balanced collection of fiction and non-fiction _____

31. a collection of media other than books, for
example: cameras, projectors, television, film-
strips, tapes, etc. _____

32. The total amount spent on the school library in this district is:

1. too much _____

2. too little _____

3. about right _____

More important than

Equally important as

Less important than

A good school library is
(more, equally, less important than):

33. a hot lunch program.

34. a career education program.

35. a successful athletic program.

36. innovative teachers.

37. attractive, modern school buildings.

38. good physical education programs at all levels.

39. carpeting in the classrooms.

40. a nice faculty lounge.

41. field trips.

42. a good counseling program.

43. providing an extra challenge for gifted and talented students.

44. good art and music programs.

45. teachers with advanced degrees.

46. up-to-date textbooks in the classrooms.

YES-1 NO-2

47. This district has a written policy, adopted by the
school board, governing the selection of books
and other materials for the school libraries _____

48. (If "Yes" to #47) The policy includes a process
for questioning or protesting a library selection _____

49. We have had to remove a book from the school
library during the past two years because it was
decided to be inappropriate for school use _____

Title: _____

Those involved in establishing board policy for the selection of library materials include:

- 50. the school board
- 51. the superintendent or administrative staff.....
- 52. the district library supervisor
- 53. school principals
- 54. school librarians
- 55. classroom teachers

YES-₁ NO-₂

- 56.** District library policy is reviewed at least once a year and changed when necessary
- 57.** Do you think the present accreditation standards for school libraries need to be changed?
- 58.** If "Yes," in what way? _____

THANK YOU VERY MUCH!



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

April 14, 1977

Dear County Superintendent:

How do you feel about school library service in your county? Is it all it should be in the rural schools? Is the situation in need of improvement but lacking in funds? Are you pleased with what you see happening in the schools?

This survey will give you the chance to state your opinions on school libraries in your county--what the present situation is and any changes that might be needed.

This survey is part of a study of school libraries in Montana which the Board of Public Education has requested the Office of Public Instruction to conduct. This study will help the Board learn the present state of school libraries in Montana and possible future directions.

As part of the study, different survey forms are also being sent to all district superintendents, all school and public librarians, all principals and supervising teachers, and samplings of teachers, students, parents and school board members.

You, as county superintendent, are in a unique position to tell what is needed in your county and what cooperative efforts may already be taking place.

You will not be held individually accountable for your answers--this survey is seeking information and opinions; it is not dictating standards.

Please complete your survey form and return it in the enclosed, stamped and addressed envelope by April 26. Thank you very much.

Sincerely,

A handwritten signature in cursive script that appears to read "Georgia Rice".

GEORGIA RICE
Superintendent

A handwritten signature in cursive script that appears to read "Harriett Meloy".

HARRIETT MELOY
Chairwoman, Board of Public Education

GR/HM:nm

OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MONTANA

**LIBRARY MEDIA STUDY:
COUNTY SUPERINTENDENTS**

Name: _____ County: _____

Please return this survey in the enclosed, stamped and addressed envelope by April 26. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name and your county will not be used in any reports from this study.

Thank you very much for your help.

YES-1 NO-2

- 1. A good school library is essential for a basic education _____
- A good school library should have:
- 2. professional, well-trained staff (full or part-time) _____
- 3. a balanced collection of fiction and non-fiction _____
- 4. a collection of media other than books; for example, cameras, projectors, television, filmstrips, tapes, etc.
- 5. How many of the districts in your county that **do not** have district superintendents provide professional library staff? Professional library staff means a person with nine credits in Library Science at the elementary level and a Library Science endorsement at the secondary level.
 - 1. None _____
 - 2. 1-3 districts _____
 - 3. 4-6 districts _____
 - 4. 7-9 districts _____
 - 5. More than 9 _____

6. What proportion of those districts (answer to #5) does that number represent?
1. None of them _____
 2. Fewer than half _____
 3. Half or more _____
 4. All of the districts that do not have district superintendents provide professional library staff. _____

The schools in your county would benefit greatly from: YES-₁ NO-₂

7. a qualified professional librarian who would serve as a supervisor of library services for all rural schools .. _____
8. a cooperative media center (films, filmstrips, tape recorders, educational games) serving all schools in the county--especially rural schools _____
9. Financial support is possible in your county for a qualified professional librarian who would serve as a supervisor of library services for all rural schools (#7 above) _____
10. Financial support is possible in your county for a cooperative medial center serving all schools in the county--especially rural schools (#8 above) _____
11. If a school is too small for a centralized library, individual classroom collections should be cataloged (a list of all the library books and other materials has been compiled and is available to all the teachers in the building) _____
12. Shared services between school districts and the public library are necessary to provide service for our children. (Examples of shared services are bookmobiles, interlibrary loan, long-term loan of small collections) _____

YES-1 NO-2

13. School districts should assume part of the cost
for such shared services _____
14. Shared services between rural school districts and
the public library should be considered as part of
the collection for accreditation purposes _____
15. The rural schools in your county are already
involved in cooperative library services..... _____
16. If "Yes," describe the services: _____

17. Other comments: _____

- _____
- _____
- _____

THANK YOU VERY MUCH!



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

April 14, 1977

Dear Public Librarian:

We are asking your help in gathering information on services to school library programs in Montana. It is important for us to know what part your public library has in providing services to students in your community.

This effort is part of a statewide study of school libraries which the Board of Public Education requested the Office of Public Instruction to conduct. Information from this study will be used to help the Office of Public Instruction in developing programs and accreditation standards and in learning how much support exists for school libraries.

Because we have no data on how much cooperation exists between the school and public libraries, please be honest and candid in answering these questions. Even though we ask your name and name of your community, your identity will be held in confidence and will not be used in any reports on this study.

Please return your completed survey in the enclosed, stamped and addressed envelope by April 26.

Thank you very much for your help.

Sincerely,

Georgia Rice
GEORGIA RICE
Superintendent

Harriett Meloy
HARRIETT MELOY
Chairwoman, Board of Public Education

GR/HM:jf

**OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MONTANA**

**LIBRARY MEDIA STUDY:
PUBLIC LIBRARIANS**

Head Librarian: _____ Library: _____

Please return this survey in the enclosed, stamped and addressed envelope by April 26. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name and library will not be used in any reports from this study. Thank you for your help.

Number of volumes in your library:

- | | | | |
|------------------|-------|----------------------|-------|
| 1. 0—5,000 | _____ | 4. 50,000—150,000 | _____ |
| 2. 5,000—25,000 | _____ | 5. More than 150,000 | _____ |
| 3. 25,000—50,000 | _____ | | |

The public library provides the following services to the public school(s):

1. Interlibrary loan for students
 2. Interlibrary loan for teachers
 3. Bookmobile
 4. Storytelling
 5. Long-term loan of collections.....
 6. Tours and field trips
 7. Film loans
 8. Displays.....
 9. Other
-

	YES	NO
10. The library has a special section set aside for student use ..	____	____
11. The children and students who use the public library are independent users	____	____
12. We teach students how to use the card catalog.....	____	____
13. We inform the schools about children's activities scheduled at the public library	____	____
14. The school district contracts with the public library for services.	____	____
15. The school district reimburses the public library for contracted services	____	____
I meet to discuss school/public library cooperation with:		
16. the local school board.....	____	____
17. the district superintendent.....	____	____
18. the school principal(s)	____	____
19. teachers	____	____
20. the school librarian(s)	____	____
21. have never discussed school/library cooperation with anyone from the schools	____	____
22. I meet with the school librarian(s) to discuss common needs:		
1. once a year.....	____	
2. twice a year	____	
3. every month	____	
4. every week	____	
5. never.....	____	
6. infrequently or irregularly, but at least once a year.....	____	

	YES ¹	NO ²
23. I meet with the school librarian to discuss the coordination of collections in order to avoid unnecessary duplication	____	____
24. The public library buys materials that directly coordinate with school assignments	____	____
25. I believe that I am being asked to take on responsibilities that legitimately belong to the schools	____	____
26.		

THANK YOU VERY MUCH!



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

April 14, 1977

Dear Teacher:

You are one of the Montana teachers randomly selected to participate in a statewide survey of school libraries.

This survey is part of a study that the Board of Public Education requested the Office of Public Instruction to make.

We need to know what you think of your school library and how well it serves you, the classroom teacher. Could you please take a few moments from your busy schedule and complete this survey form?

This survey is seeking opinions, it is not an attempt to dictate standards. Therefore, questions about facilities, equipment or program do not mean this office thinks that is what you should have or do.

We know that as a teacher, you have many demands upon your time. As a teacher, you are also undoubtedly aware of the importance of libraries, so you can understand how important this study is and that your opinions are very necessary.

Please return these survey forms by April 26.

Sincerely,

Georgia Rice

GEORGIA RICE
Superintendent

Harriett Meloy

HARRIETT MELOY
Chairwoman, Board of Public Education

GR/HM:nm

**OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MONTANA**

**LIBRARY MEDIA STUDY:
TEACHERS**

Name: _____ School: _____ Town: _____

Please return this survey in the enclosed, stamped and addressed envelope by April 26. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your name, town and school will not be used in any reports from this study. Thank you very much for your help.

By marking the appropriate box in this grid, indicate the level you teach and the size of the school.

Elementary (K-8 or any combination)	1 - 50	51 - 100	101 - 349	350 or more students
Junior High or High School	1 - 100	101 - 300	301 - 499	500 or more students

(For secondary teachers) Major subject area: _____

Check the appropriate description(s) of Library Media Service in your school:

1. Combined Library Media Center, i.e., the center includes print and non-print materials and equipment _____
2. Library Media Center houses print and non-print materials, but no equipment _____
3. Equipment is housed separately or in classrooms _____
4. The Library Media Center includes only print materials _____
5. We have a district media center which houses: equipment _____
6. non-print materials _____
7. production facilities _____
8. Our school has no centralized library _____
9. Our school has no one assigned to the library _____
10. We have classroom collections _____

	Always	Frequently	Occasionally	Seldom	Never	Not Applicable	1
							2
							3
							4
							5
							6

11. The librarian keeps me informed of materials relevant to my teaching _____
12. I seek out new information or materials from the library myself _____
13. The school library has adequate materials to supplement my class _____
14. I am familiar enough with the library to be able to use it without assistance _____

Always											
Frequently											
Occasionally											
Seldom											
Never											
Not Applicable											

15. I use the school librarian as a resource person
16. Assistance is available when I need help in locating materials
17. I use printed instructional materials (books, magazines, newspapers) from the library in my classes
18. I use non-print instructional materials (films, filmstrips, slides, television) in my classes
19. Inadequate library staffing prevents my fullest use of the library
20. Inadequate space prevents my fullest use of the library
21. Teachers have the opportunity to participate in the selection of new library materials
22. I participate in the selection of new library materials
23. My requests for new materials are honored equally with other requests as budgetary limitations permit

YES-1 NO-2 DON'T KNOW-3

24. The school maintains a collection of professional materials for teachers
25. The professional materials collection is up-to-date and relevant
26. The library staff offers in-service training for staff during the school year
27. The library is open at convenient times for teacher use
28. I teach my students how to find information in the library
29. I ask the librarian to teach library skills to my class
30. During my undergraduate teacher program, I learned how to teach children to use a library
31. During my undergraduate teacher program, I learned that a good school library is essential to good teaching
32. The person most responsible for teaching a child good library skills should be the:
 1. teacher _____
 2. librarian _____
 3. parent _____

YES 1 NO 2

A school library should:

33. be a library media center, housing print and non-print materials _____
34. contain only books, magazines and other print materials _____
35. be open to the public _____
36. have a comfortable reading area for leisure reading _____
37. serve as a center for developing life-long learning habits _____
38. serve as a center for instructional leadership _____

A school librarian should:

39. support and reinforce the instructional efforts of the classroom teacher _____
40. encourage recreational reading for students _____
41. insist that all students know how to find information in a library before they may graduate _____
42. maintain quiet and order in the library at all times _____
43. have successful classroom experience _____
44. Instructional films are as important to learning as textbooks _____
45. I use films from the State Audio-Visual (Film) Library _____
46. I use films from another source _____
47. I am able to use the 1976 Supplement (blue cover) to the State A-V Library Catalog _____

YES 1 NO 2 DON'T KNOW 3

48. I think the State A-V Library is adequately meeting the film needs of Montana educators .. _____
49. An efficient State A-V Library is a viable and necessary part of education in Montana _____

MOST OF THE TIME, films from the State A-V Library:

50. are on time _____
51. are in good condition _____
52. are received as confirmed _____
53. are up-to-date _____
54. are helpful in my teaching _____
55. contain misinformation _____
56. are described and indexed accurately in the catalog _____
57. The State A-V Library should expand its service to include videotape _____
58. The State A-V Library should (Check one)
1. be abolished. _____
2. maintain the present level of service. _____
3. improve the present level of service. _____

Please check the appropriate responses to the following items:

59. Your current degree and educational status:

1. Ph.D or Ed.D _____
2. Master's degree _____
3. Bachelor's degree _____

60. Years of teaching experience: 16 or more _____ 1

9 - 15 _____ 2

4 - 8 _____ 3

1 - 3 _____ 4

Credits in Library Science: Graduate Undergraduate

30 or more 61 _____ 65

18 - 29 62 _____ 66

9 - 17 63 _____ 67

8 or fewer ... 64 _____ 68

THANK YOU VERY MUCH!



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

April 14, 1977

Dear Teacher:

You are one of the Montana teachers randomly selected to participate in a statewide survey of school libraries.

This survey is part of a study that the Board of Public Education requested the Office of Public Instruction to make.

We need to know what you think of your school library and how well it serves you, the classroom teacher. Could you please take a few moments from your busy schedule and complete this survey form?

You have also received three library study forms for students. Please give these to students whom you feel represent a good cross-section of the students you teach. They should be able to complete the forms fairly quickly, so you can mail the students' surveys and your own back in the same stamped, addressed envelope included.

This survey is seeking opinions, it is not an attempt to dictate standards. Therefore, questions about facilities, equipment or program do not mean this office thinks that is what you should have or do.

We know that as a teacher, you have many demands upon your time. As a teacher, you are also undoubtedly aware of the importance of libraries, so you can understand how important this study is and that your opinions are very necessary.

Please return these survey forms by April 26.

Sincerely,

Georgia Rice

GEORGIA RICE
Superintendent

GR/HM:nm

Harrriet Meloy

HARRIET MELOY
Chairwoman, Board of Public Education

OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MONTANA

**LIBRARY MEDIA SURVEY
JUNIOR HIGH/SENIOR HIGH STUDENTS**

Please place an X or check-mark in the appropriate space. Thank you for your help.

1. I use the school library
2. I may use the library any time my class schedule permits ...
3. Our library is too noisy.....
4. Our library is too crowded.....
5. I need a library pass in order to use the school library
6. I can find books or articles I need in the library.....
7. I use the school library for research.....
8. I can find records, filmstrips and tapes I need in the school library
9. Someone is available to help me find what I need in the library.
10. The library is a pleasant and comfortable place to work.....
11. I use the library to obtain materials for class assignments...

Always	1
Frequently	2
Occasionally	3
Seldom	4
Never	5

	Always	Frequently	Occasionally	Seldom	Never
	1	2	3	4	5
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					

12. I use the library for leisure and fun reading
13. I use the library to read magazines
14. I use the library to borrow books
15. I use the library to read the newspapers.....
16. I use the library to watch filmstrips
17. I use the library to listen to music
18. I use the library as a place to visit with my friends
19. Students are allowed to take home materials other than books from the library
20. Students may suggest new materials for the library
21. Students are allowed to use school supplies and equipment to make audio-visual materials for school assignments (either alone or with supervision)

The equipment that students are allowed to use includes:

22. record players
23. filmstrip projection equipment
24. audio recording equipment
25. microfilm and microfiche equipment
26. slide projection equipment
27. still camera
28. super 8 camera and projection equipment
29. television camera and recorder

Always	1
Frequently	2
Occasionally	3
Seldom	4
Never	5

30. I am assigned to watch television programs for my classes..
31. Films are used as part of my classroom instruction
32. I learn something from the films I see in class
33. The films that we see in class are interesting and up-to-date.
34. Students are informed when new materials are added to the library or media center

YES ¹ NO ²

35. My community has a public library. — — —

36. I prefer to use the public library for my information needs ..

--	--	--	--	--

THANK YOU VERY MUCH!

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL

HELENA, MONTANA

LIBRARY MEDIA SURVEY: ELEMENTARY STUDENTS

Please place an X or check mark in the "Yes" space or "No" space following each question. Thank you for your help.

YES (1) NO (2)

1. We have a library in our school.
 2. We do not have a library in our school, all our library books are in our classroom
 3. I may use the library every day, if I wish
 4. I like to use the library.

In our library, we may use:

THANK YOU VERY MUCH!



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

April 14, 1977

Dear Principal or Supervising Teacher:

Here are more library study survey forms--but these are not for you to complete.

This survey, like the one you were sent, is part of the statewide study of school libraries which the Board of Public Education requested the Office of Public Instruction to conduct. This survey, however, is aimed at parents.

Since no lists of parents' names are readily available, we are asking your help in finding them for us. We have enclosed ten surveys enclosed in stamped envelopes. All you need to do is address them to ten parents chosen randomly. The parents can mail them back directly to us, in the stamped, addressed envelope enclosed with each survey.

We ask the parents to return the survey forms to Helena by April 26, so please do this today.

Thank you again for your help.

Sincerely,

Georgia Rice
GEORGIA RICE
Superintendent

Harratt Meloy
HARRIETT MELOY
Chairwoman, Board of Public Education



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

April 14, 1977

Dear Parent:

You have been selected to participate in a study of school libraries in Montana.

The Montana Board of Public Education has requested the Office of Public Instruction to conduct this study to learn how much support exists for school libraries and to plan for possible future direction for school libraries.

We have asked the principal of your child's school to pass this survey along to you because parents' opinions are very important for this study.

This survey will take you five to ten minutes to complete. If you have children in different grades, think of the youngest child you have in grades 1-12.

You may ask your child for help in answering the questions.

Because this survey is being sent to parents all over Montana, from the largest communities to the smallest, not all questions may apply equally. If you simply cannot answer a question, leave it blank.

This survey is seeking opinions, it is not an attempt to dictate standards. Therefore, because we ask about certain facilities or equipment, that does not mean this office believes your school should necessarily have those facilities or that equipment. We simply want to know.

When you have finished this survey, please mail it back by April 26 in the stamped, addressed envelope that is included.

Thank you very much--your opinion is important for the future of school libraries.

Sincerely,

Georgia Rice

GEORGIA RICE
Superintendent

Harriett Meloy

HARRIETT MELOY
Chairwoman, Board of Public Education

GR:jf

OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA MONTANA

**LIBRARY MEDIA STUDY:
PARENTS**

Please return this survey in the enclosed, stamped and addressed envelope by April 30. Please respond by marking the appropriate space for each question or statement. Your individual responses will be kept confidential and your town and your child's school will not be used in any reports from this study.

Thank you very much for your help.

When answering these questions, consider the youngest child you have attending public school in grades 1-12. That child's level: Elementary: _____. Junior High or High School: _____.

Child's school _____

Town _____

	YES ¹	NO ²	DON'T KNOW ³
1. Does your child's school have a centralized library; that is, a room set aside for library materials?	____	____	____
2. Is there a collection of library books in each classroom?....	____	____	____
3. Does your child's school use a bookmobile?	____	____	____
4. Do you use a public library or bookmobile?	____	____	____
5. Does your child know how to use a library?	____	____	____

Please answer the following questions — Frequently, Occasionally, Never or Don't Know by checking the appropriate box.

Frequently	1
Occasionally	2
Never	3
Don't Know	4

Does your child:

6. use the school library?
7. bring library books home from school?
8. use a public library or bookmobile?.....
9. enjoy reading for recreation?
10. enjoy using the school library?
- 11 do research in the school library?
12. use the school library on weekends or in the evening?.....

How could your child's school library be improved?	YES¹	NO²	DON'T KNOW³
13. More non-fiction books (factual material).....	—	—	—
14. More fiction	—	—	—
15. More subscriptions to newspapers and magazines	—	—	—
16. Stricter discipline in the library	—	—	—
17. More relaxed atmosphere.....	—	—	—
18. A more helpful librarian	—	—	—
19. Teach students more about using the library	—	—	—
20. Be open longer hours	—	—	—
21. Let students spend more class time in the library	—	—	—
22. Use more non-print media, such as filmstrips, films, videotape, educational games.....	—	—	—
23. More library staff.....	—	—	—
24. No improvements are needed; the library is fine as it is	—	—	—
25. Would you be willing to spend more in taxes, if necessary, to bring about any of the above-mentioned (#13 - #23) improvements?	—	—	—

YES ¹	NO ²	DON'T KNOW ³
-------------------------	------------------------	--------------------------------

A school library should:

- | | | | |
|--|-------|-------|-------|
| 26. encourage students to read for recreation and fun | _____ | _____ | _____ |
| 27. be an attractive comfortable place | _____ | _____ | _____ |
| 28. be a place where students are taught to use the library. | _____ | _____ | _____ |
| 29. be a place where students can do all research necessary for school assignments | _____ | _____ | _____ |
| 30. be available to students only during assigned class periods. | _____ | _____ | _____ |
| 31. be open to students before and after school and during lunch periods | _____ | _____ | _____ |
| 32. be open to students during the weekends and holidays (summer vacation, Christmas) | _____ | _____ | _____ |
| 33. be open in the evenings on school days..... | _____ | _____ | _____ |
| 34. A good school library is essential for a basic education | _____ | _____ | _____ |
| A good school library should have: | | | |
| 35. professional, well-trained staff (full or part time) | _____ | _____ | _____ |
| 36. a balanced collection of fiction and factual materials.... | _____ | _____ | _____ |
| 37. a collection of media other than books; for example: cameras, projectors, television | _____ | _____ | _____ |

Because television is often considered a learning resource, the following questions are also relevant to a Library Media Study.

	YES ¹	NO ²	DON'T KNOW ³
38. My child is occasionally assigned to watch television programs for school	—	—	—
39. Due to the effect of television, my child is more knowledgeable than I was at that age	—	—	—
40. I think my child watches too much television	—	—	—
41. I allow my child to watch only certain television programs ..	—	—	—
42. The effect that television has on my child is, for the most part, good_____ bad_____ .	—	—	—
43. It should be the responsibility of the schools to teach children to be discriminating television viewers	—	—	—
44. We get good television reception in our home. We watch:	—	—	—
45. Montana television stations	—	—	—
46. North Dakota television stations	—	—	—
47. Canadian television stations	—	—	—
48. Utah television stations	—	—	—
49. Colorado television stations	—	—	—
50. Washington television stations	—	—	—
51. Educational (PBS) television station.....	—	—	—

THANK YOU VERY MUCH!

Printed by
COLOR WAVE OF MONTANA INC
201 E. Mendenhall
Bozeman, Montana 59715